DOCUMENT RESUME

ED 360 108 RC 018 755

AUTHOR	Cash, Robin G., Ed.; Phipps, Maurice L., Ed.
TITLE	Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings. (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991).
INSTITUTION	Western State Coll. of Colorado, Gunnison.
PUB DATE	92
NOTE	291p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Accreditation (Institutions); Elementary Secondary Education; Environmental Education; Health Insurance; Higher Education; Job Skills; *Leadership; Leadership Styles; Outdoor Activities; *Outdoor Education; *Professional Development; *Seasonal Employment; *Teacher Certification; Teacher Education; Trainers
IDENTIFIERS	*Outdoor Leadership

ABSTRACT

This volume of conference proceedings addresses critical issues related to leadership in the field of outdoor recreation. It contains keynote presentations, panel and individual presentations, and working session reports covering the following topics: (1) leadership styles; (2) K-12 teacher certification in outdoor education; (3) accreditation and standards for outdoor programs; and (4) hiring practices of and benefits for the seasonally employed. The section on leadership styles reviews various theories of leadership, such as situational leadership and conditional outdoor leadership, and stresses group dynamics and teamwork. Papers in the section on teacher certification introduce current outdoor education programs being run in public school districts, outdoor and environmental scope and sequence curricula being utilized in public schools districts, special outdoor education trips that schools are taking, and outdoor teacher education programs were developed at universities. In the section on accreditation and standards, experts from professional organizations in the fields of outdoor education and experiential education present overviews of their organizational involvements in accreditation and standards and summarize current trends and problems from their perspectives. The major issues addressed in the section on the seasonally employed are: (1) improving employment opportunities; (2) fostering of professionalism by employees; and (3) providing insurance coverage. (KS)

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1991 Conference Proceedings

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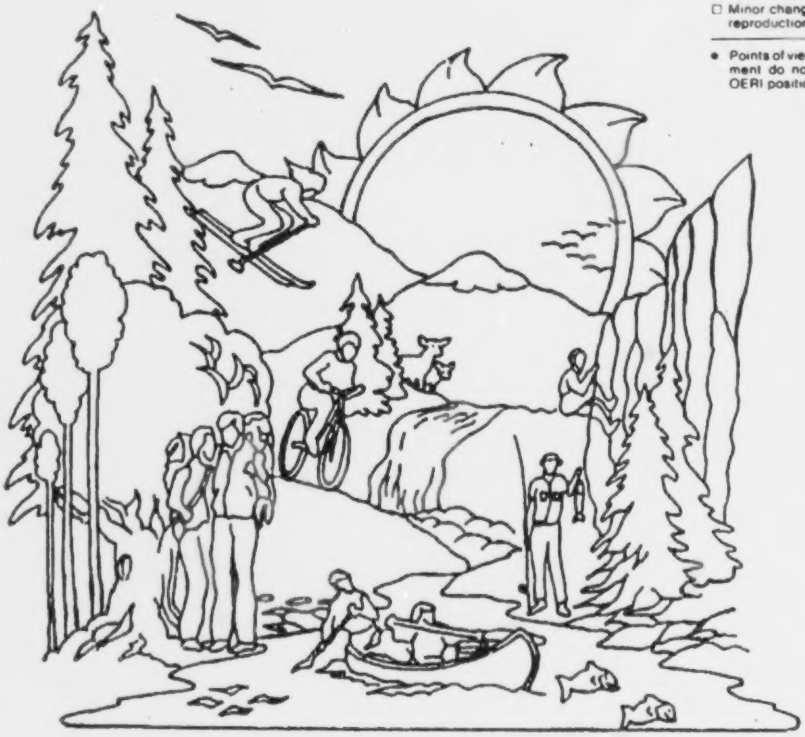

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National Conference for Outdoor Leaders:
Public, Commercial, and Nonprofit Partnerships
in Outdoor Recreation

1991 Conference Proceedings

ADVANCING THE PROFESSION

Editors: Robin G. Cash, MF, and Maurice L. Phipps, PhD

Western State College of Colorado
Gunnison, CO 81231

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ACKNOWLEDGEMENTS

As conference director, editor, and publisher, I would like to thank the many people who assisted me with the various phases of this endeavor. To my student director, Dale Skoff, thanks for your hours spent in chasing down unfinished business. To all the student volunteers, Carrie Wheaton, Allyson Anthony, Bridgit Dumas, Courtney LaLonde, and Emily Decker, thanks for taking care of guest services and last-minute room arrangements. Thank you, Audrey Miller, for secretarial support. A very special thank you to Lora Van Renselaar who spent hours editing one particular transcription and for hours retyping manuscripts. Thanks to my office mate, Lucy High, without whose humor this wouldn't have been half as much fun. And finally, I'd like to express my great appreciation to Maurice Phipps for his sharing and giving of his knowledge and time. I never had to ask him to help; Maurice always extended a hand before I had an opportunity to ask. Maurice, thanks for everything and Godspeed.

Robin G. Cash

PREFACE

These proceedings are designed for easy look-up in your area of particular interest. Each section contains papers presented on a specific topic area, followed by a question and answer session, followed by a working session report. The four keynote presentations are placed at the beginning of the proceedings.

Working sessions were planned to follow keynote and panel presentations. The panels included the views of both employers and employees from the various sectors of the outdoor recreation field. A pre-conference proceedings including written papers of presentations was given to conference participants at registration to allow further study. The format of the working sessions was left to the working session facilitators, some used nominal group process and some used a more loose form of brainstorming.

I hope you find this format to be helpful in locating your interest quickly. More so, I hope that you find the information thoughtful and straightforward and, most importantly, thought-provoking.

Enjoy.

Robin G. Cash
Director
National Conference for Outdoor Leaders
September, 1991

INTRODUCTION

By

Maurice Phipps
Associate Professor of Recreation
Western State College of Colorado
Gunnison, CO

This second Annual National Conference for Outdoor Leaders: Public, Commercial, and Non-Profit Partnerships in Outdoor Recreation was held at Mt. Crested Butte, September 26-28, 1991. The conference title was *Advancing the Profession* and was open to all leaders in the field of outdoor recreation. Approximately 140 representatives from various aspects of outdoor recreation attended. Besides the partnerships between agencies, the intent was to bring together the front-line leaders, the middle managers, and the top leaders to discuss issues that needed to be addressed to advance the profession to follow last years theme of *Employee Preparation*.

The issues addressed by keynote speakers and panelists were:

Leadership Styles: Critical Ingredients to Motivation

Although most modern leadership theory espouses the empowerment of followers and employees, much of the American workforce is still disenchanted and demotivated by inappropriate use of power and authority. The keynotes, in particular, Andrew Lebby, corporate and educational leader, and Barbara Kanki from NASA's Aerospace Human Factors Research Division focused on this concept. This was also to be a continuing theme through the workshops and panel discussions where appropriate.

Expedition Leadership

What makes the success of expeditions, large or small, to a space station or to somewhere here on earth? Is it caring relationships and motivation developed by the leader? Keynotes, Anne Bancroft, polar explorer, and Mike Covington, alpinist, addressed these issues.

Teacher Certification K-12

Outdoor Education is currently not recognized as a major in universities and colleges in most states. This affects school curriculums at a time when the environment and the wise use of leisure and recreation time is at a premium. Currently, both youth and the environment are at risk. Much discussion centered on the broad definition and scope of outdoor education.

Accreditation and Standards of Programs

The proliferation of programs in the commercial and non-profit sector, the battles for survival in the public sector, fragmentation, the constant struggles to maintain high standards, and the continuing debate over certification begs the question, where is the profession heading and how can we plan for this? Various bodies are moving toward standardization with corresponding advantages and disadvantages. Many questions still need to be answered as to how standardization can take place in a very fragmented and rapidly changing field. There is a need for stronger conceptual cohesion in the field to enable any centralized professional development.

Hiring Practices of and Benefits for the Seasonally Employed

Where does a graduate with an outdoor recreation degree begin? Often they begin in the ranks of the front-line leaders who in turn are often the seasonally employed. What other kinds of professions accept the lack of benefits and basics such as stable employment? This aspect was important to explore as the front-line workers such as ski instructors, park service interpreters, or raft guides are critical to the economy of the tourist states. The issues raised for the seasonally employed were: (a) improving employment opportunities, (b) fostering of professionalism by employees and employers, and (c) personal insurance coverage sources.

The conference included keynote speakers, panel presentations with subsequent question and answer periods using both panels of employers and employees, workshops, and working sessions on the above mentioned issues. Both the partnerships between agencies and the problem-solving aspects were of paramount importance for the conference to produce a further useful body of knowledge and to catalyze people's thinking for the future.

A open-air chat with Paul Petzoldt left us with the message that we might leave with mixed feelings as to our original ideas with no "sure fire" answers to some of the complex problems we have. The intent of the conference organizers was to challenge current thinking and, hopefully, create new ideas and solutions, perhaps not necessarily immediately, but after consideration in the future rather than to just accept the status quo.

We are grateful to the following sponsors and individual contributors who gave to this second annual national conference.

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We are grateful to the advisory board for the help given over these first two years of conference and curriculum planning.

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LEADERSHIP

THE PAINFUL PURSUIT OF PRODUCTIVITY

Keynote Presentation

By

Andrew Lebby
Managing Partner of the Performance Group

Editors' note: The following is from a transcription of Mr. Lebby's presentation.

About the speaker: Andrew Lebby, Managing Partner of the Performance Group, served as a director in the Office of Education Research and Improvement for the U.S. Department of Education. In this capacity, he was responsible for the initial and continuing professional development of teachers and served as Senior Staff to the National commission on Excellence in Education. Drawing on a decade of experience in assisting organizations in the unmolding of both managers and employees necessary to create industry leaders, Dr. Lebby humors, cajoles, confronts, inspires, and involves his audience in the often painful pursuit of productivity. He will show, clearly and graphically, how efforts towards quality, innovation, and customer service are directly influenced by the behaviors of the organization and its managers and that those behaviors must vary depending upon where the organization is in its cycle of growth and renewal.

MR. LEBBY: Good morning.

AUDIENCE: Good morning.

MR. LEBBY: That was designed to test the effect of not having had your coffee. I typically refuse to speak after lunch, where large amounts of sugar are served. This is the first time where I realized I should have put in the contract, must have had coffee before I appear before you. So, I will attempt to stimulate, in some weird shape or manner, and I need to tell you that I appear before you not in my usual guise, but today in the guise of an evangelical consultant designed to bathe you in a motivational glow, and as such, it is my responsibility to assure you that the bath will not last long. That's one of the problems with evangelicalism. And as an evangelical speaker before you this morning, I have been to evangelical facilitator school. The first thing you're taught in facilitator's school is always, when you're facing a hostile audience which has not had caffeine, open with a joke.

I said they don't do jokes. You can do stories. I said stories, I could do stories. They suggested that I either open with a story about children or about animals. You have a choice? Of children? Animals?

UNIDENTIFIED SPEAKER: How about young animals?

MR. LEBBY: Young animals. All right. This is the obligatory introductory animal story. It's about how you break an elephant. First, you get an elephant and you get about a 20-foot long steel chain with very, very thick links about the size of my wrist, and you bolt the chain around the animal's hind leg--left or right, up to you. Then what you do is you take the other end of the 20-foot chain, and you stake it into the ground, deep, and you tug against it to make sure that it won't come out. This concludes the first phase of your task as an elephant breaker, and you may now retire under a banyan tree, have yourself a gin and tonic; if you're truly supporting the reggae, have yourself a Pimm's Cup.

It is now the elephant's turn. You are familiar with the large mythological beast known as elephant, the true king of the jungle, just has had bad PR. Now the elephant being used to being in situations like this, simply says, no problem, no problem. I can handle this and kicks against the chain. Nothing happens. The elephant says, well, once, what the hell, kicks again and nothing happens. Kicks a third time and a fourth time and nothing happens; the fifth time and the sixth time and nothing happens--you have all experienced elephant skin? Do you know about elephant skin? It's kind of like the naturalistic equivalent of Louis Vuitton luggage.

Sooner or later the kicking begins to abrade the skin, and as you watch this--it's good there's no place to have breakfast, it would make you a little nauseous--the chain begins to sink into the elephant's leg, and finally the elephant kicks again, and a neural impulse is released from the elephant's hind leg, travels up the elephant's hind leg into the elephant's spine where it signals to the brain, what I'm told is translated as follows: Ouch!

At this point, the elephant is forced to conduct what is known in the corporate world as a cost-benefit analysis. The purpose of the cost-benefit analysis is to determine whether, in fact, the probability of further and higher degrees of pain are likely to result in freedom. The elephant kicks again, more pain; again, another neural impulse, another pain; another neural impulse. Eventually, the balance of consequences within the cost-benefit analysis shifts; the elephant stops kicking.

At this point, you're watching for this. You then get up from under the banyan tree; you unbolt the chain from around the elephant's hind leg, because you, of course, have other elephants to break, and you replace the chain with a thin piece of twine, kind of like kite string, kind of like a string you could snap just by going like that. And you know what? The elephant never kicks again because the elephant has been broken.

That's my introductory animal story for you.

Now, in the United States, in American public and private education, and in American corporations, we do not use chains. We can't afford them and we don't put them around people's legs. We use volume, after volume, after volume of method and procedure and rule, which we bolt around the new employees' minds; and they kick against them, and they kick against them, and sooner or later, the rules begin to abrade the flesh, and the neural impulse travels into the brain, and sooner or later, the employee stops kicking.

Now, as soon as we observe the employee stop kicking, we say to the employee, risk take, innovate, be empowered. The employee, having learned well, because we hire bright employees, doesn't do this. And then we say this is a skilled deficit problem, and we send the employee back for more education and training.

This is how we do it in the United States.

What I want to talk to you about today is why the $300 billion that American business and industry spend on education and training doesn't work. After all this is a leadership conference, this is an outdoor education conference, and so I thought it would be appropriate to describe to you what it is, as you evolve in a more western university corporate tradition, you have to look forward to. Okay? Okay.

Allow me to share with you a standard corporate training course in leadership.

"Good morning class." You all respond appropriately.

AUDIENCE: Good morning, sir.

MR. LEBBY: Little too much energy for corporate. Let me try this one more time. Hello, good morning, class.

AUDIENCE: Morning.

MR. LEBBY: That's good. I would like to welcome you to (looking at book) *Leadership Styles Keynote*, I do that. I do that! *Leadership Styles Keynote*.

Now, many of you work with people or educate people who, for lack of a better term, could be referred to as low performers. How many of you work with low performers?

Maybe you regard yourselves as low performers.

On the other hand--my left hand--many of you work with people who could be classified as high performers.

This refers neither to altitude nor to the use of recreational pharmacology. How many of you work with high performers? Many of you are, yourselves, high performers.

Diogenes at last.

The purpose of the $300 billion spent in American education and training in the corporate world is to move people from somewhere on this end of the continuum further down towards this end of the continuum; how is it working?

MS. CHOPYAK-MINOR: It's not.

MR. LEBBY: How many of you believe that we have 100% of the American workforce standing here, high on the mountain top of high performance, 90%? 75%? 50%? Yes. 50%. There is an idealist in every group. 50%.

What causes this? Why is it that we spend $300 billion a year? We haven't got everybody standing here. The President's WorkForce on Productivity could expect to be about only 50% productive, but what it suggests is that American productivity rests here at approximately 65% of potential which, of course, is blue collar productivity. Is white collar productivity higher or lower? A lot lower? Yes, about 10% lower. Why is it lower? Because it's less scrutinized. All you have to do to increase blue collar productivity is speed up the line.

This is where we stand--$300 billion to move people to here--and what we have is a standard bell-shaped curve. Why is this so? I have three hypotheses.

Hypothesis Number 1. You, as students, are no damn good.

Vote.

I have another hypothesis. We, as instructors and teachers are no damn good. Before you vote, perhaps, we could cut a little deal here. A good deal sounds like if I won't vote for Hypothesis 1, you don't vote for Hypothesis 2? Do we have a deal? Yes.

Fools, you outnumber me. This leaves us with Hypothesis 3. Hypothesis 3 is known as the intervening variable theory. You, of course, all understand this. No? All right. The intervening variable theory, an example. How many of you are certified, licensed and certified, to operate a motor vehicle in this state or any other adjoining state, commonwealth, territory?

(Hands raised.)

MR. LEBBY: Close to 100%.

Now, this was a formal certification process, was it not? First you had to demonstrate the requisite knowledge necessary to operate a motor vehicle, then you had to actually demonstrate the skills and abilities. This was a competency-based training and certification mechanism, was it not? Yes? Wake up! And you carry your certification papers with you, do you not?

You bet. I would suggest that 97.5% of you have been authorized and certified to operate a motor vehicle.

Question Number 2. Is there anyone in the room, who across your lifetime, has never ever been popped for either a parking or a moving violation? Anyone?

(Hand raised.)

All right, Ms. Goody-Two-Shoes.

UNIDENTIFIED SPEAKER: I've never been caught.

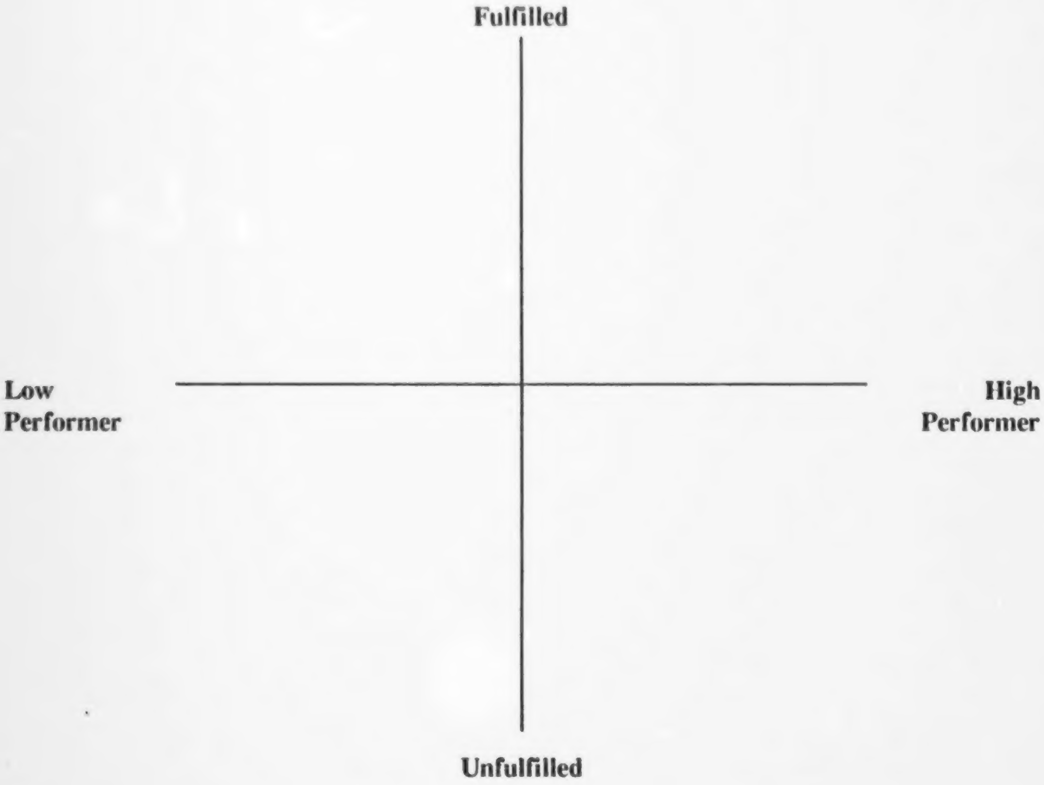
MR. LEBBY: This is known as an interesting statistical reversal, that 97.5% of the room is authorized and certified to operate a motor vehicle, and 100% of the 97.5% either once in your life--knowing him, probably on a daily basis--have willingly and consciously chosen to not use the skills and knowledge that you have been certified as having. This is the intervening variable hypothesis. It suggests that spending $300 billion a year for no improvement in performance is because there's some intervening variable blocking people's use of the skills and knowledge and ability they already have, and/or blocking their use or desire to attain new levels of skill and knowledge.

The intervening variable hypothesis.

Now, I suppose you would like me to tell you what that variable is in American productivity. No, because there's an intervening variable that keeps me from wanting to tell you. What? I will tell you. Before I do that, I need to do something that no social parasite on the soft under-belly of the body politic can live without, so if you'll excuse me for a minute.

Yes, there it is. This is known in the trade as a four-celled matrix. Ever had a consultant, professor, who didn't use a four-cell matrix?

Let me label this axis. I'm going to call the intervening variable fulfillment, and I'm going to label this end fulfill, and I'm going to label this end unfulfilled, or something like that, and I'm going to define this for you in context.



Before you came in, I scotchtaped beneath each of your chairs a sealed envelope. And in that envelope, each of you will find a signed cashier's check for an infinite amount of money. Yes. Now, knowing your reaction to this, having played J. Beresford Tipton before--how many in the room know who J. Beresford Tipton is? There's more than just one old fart in this room, isn't there?

Having met many of you leaders before, I know what you want; you want to go on a break, so I'm going to send you on a break. I'm going to send you out for a year and what I want you to do in that year is polish up. I want you to buy. I want you to buy clothes; I want you to buy cars; I want you to buy planes; I want you to buy jewelry; I want you to buy hotels; buy entire mountains; buy entire forests, rangers to protect them. Buy everything you have ever wanted to buy in your entire life. At the end of the year, you have purchased everything you could possibly think of to buy and you are still spending interest; you haven't touched principal, that's how rich you are, do you get it? Yes?

Okay. Two questions. How many of you believe at the end of the year that, sooner or later, you would return to doing something euphemistically referred to as work?

(Hands raised.)

Let me see it. About 90% of the room, nah, not in this room; 80% of the room.

Do you know what that means? The fact that 80% of you would return to something known as work? It means that you have saved yourself from hearing it again, one of the infamous repetitive iterations of the Maslow lecture.

Do you know the Maslow lecture, pyramid? It says people don't work just for food; they don't work just for lodging; and after they got enough food, and after they have enough lodging, condominiums, that they work for more than money, that they work for purpose. They work for meaning; they work to contribute. That's why you go back to work. That's the infamous Maslow lecture I'm not going to give you.

Here's the second question. I'm interested because I think you're going to react differently than most groups.

At the end of the year, when you choose to go back to work, how many of you would keep the same job?

(Hands raised.)

This is not as strong an interesting statistical reversal, but it is a statistical reversal; 80% of you would go back to work. I assessed that about 50% of you would keep the same job. I need you to know that in every major American corporation I have ever been in and asked this question, less than 10% of the people in the room would keep the same job--there's not even 100% of you that would keep the same job.

So, what that suggests to me, that while American productivity rests somewhere around the mid-point, American fulfillment certainly rests there. There's nobody standing on the mountain top of high fulfillment in major American corporations.

Now, the interesting thing is there aren't that many people down here swimming in the valley of sloth and despondency because they cut deals to get out. But on the other hand, it suggests that the vast majority of the people who are at work today, live somewhere in this land--this land of about 50% performance and 50% fulfillment. If, in fact, every effort we make to educate, and if every effort we make to train in order to increase productivity, to motivate performance, isn't working, it's because I don't believe we're spending any time or emphasis on this axis.

And because I have a PhD in a soft social science -- do you know what this allows me to do?

UNIDENTIFIED SPEAKER: Speculate.

MR. LEBBY: It allows me to make up research findings if you attack me. Let me give you a research finding. It also happens to be one of the true ones. There is a direct correlation between performance and fulfillment. Surprised?

MS. CHOPYAK-MINOR: Really.

MR. LEBBY: Research--all these exciting things. It's a government grant, got a billion and a half for that correlation. A direct correlation between performance and fulfillment that says the more fulfilled the person is on their job, the more connected they are to the contribution they make, the closer they come to maximum performance. This doesn't mean you can take a piece of pond scum, and rub him on his tummy, and turn him into a superstar, but it does mean by focusing on fulfillment, you can move people to their potential and interest them in achieving beyond their potential.

MR. PETZOLDT: Was that the answer that you wanted when you started?

MR. LEBBY: Which? That piece of research?

MR. PETZOLDT: You wanted that answer when you started the research?

MR. LEBBY: No, I don't know that I went into it with a known hypothesis. I had my suspicions. I mean, it seems like a no-brainer to me. It seems so simplistic to me to say, the more fulfilled a person is, the higher the level of performance. Would you fund this sucker? It seems too simple. But when you say to people, increase productivity, increase performance, all focus goes on this. It doesn't go on this fulfillment.

Look at these four cells. That's why I gave you four cells. Here's a good cell, it's called the unfulfilled low performer, one of my favorite places to be. I'm not going to talk about it at all. I'm not going to talk about it because both American universities and American corporations know how to solve the problem of unfulfilled high performance? What is it?

They promote them. That's what the Peter Principle is about. You can't, you move them up and away. So, ain't going to deal with this one with you.

Here's one of my favorites. This is the fulfilled low performer. This is good. Oh, joy, another morning to go to the office, talk to my friends, drink coffee, eat donuts, about 10:00, I will take a 15-minute work break.

The interesting thing about the current so-called recession--why did I say so-called? Because nobody has ever acknowledged we're in it--is the net result of all the economic turmoil has been to reduce the percentage of the workforce that falls in these two categories.

So, in fact, these two aren't that big a deal anymore in American universities and in American corporations. Here's the big deal, the unfulfilled high performer. Here's another research finding. Check me on this, Christine. One hundred percent of all unfulfilled high performers quit. How does that grab you?

MS. CHOPYAK-MINOR: That's pretty standard.

MR. LEBBY: One hundred percent of all unfulfilled high performers quit. They either quit, and they go find a job that allows them higher degrees of contribution, meaning, and purpose, or they quit and just keep on coming into the same old damn unfulfilling job every day. They quit and stay.

Now, what I want to say to you is that quit and stay is a sane, logical response to a situation that contains too much pain. Think about it. All of you've worked in a job, other than the one you're currently in. Okay, so you weren't born in the place. Would you acknowledge the Maslow hierarchy of needs that suggests rather than more money, or in addition to more money, you were looking for more meaning, more contribution, more responsibility, more opportunities to make a difference? Do you buy that? Hand it to me for a minute.

Suppose you got up one morning. Suppose you got up, and you said, "Oh, boy, do I feel unfulfilled today."

You said, "I'm out of here. That's it." You go to the door, and the door is locked; you bang on the door and nobody comes. You say, "Nuts, out the window." You go to the window, you throw up the window and there's bars over the window. You can't get out. Imagine what that would feel like. Imagine what it would feel like to be stuck in a room, an unfulfilled room. So, what do you do?

The first thing that happens is you say, "This is painful. This is painful because I knew what it felt like to be fulfilled, and, now, I know what it feels like to be unfulfilled. In that discrepancy analysis, I experience pain." As soon as that pain is experienced, something really strange happens.

When you find yourself in a locked room on the topic of fulfillment, slowly but surely, you start dropping on this line until one morning you wake up and you're not just an unfulfilled high performer, you're an unfulfilled low performer. And I got news for you. Every low performer knows they're a low performer, and so you got two levels of pain. You got the pain of knowing what it was like to be fulfilled, and now unfulfilled. You got the pain of knowing what it was like to be a high performer and, now, a low performer--that's too much pain for a body to bear, but fortunately, we have brains.

Brains. The mind is a marvelous organ, and the mind protects us from this. The mind has a way of doing this. I want you to walk up and peek in the window of every, or any, American corporation late at night where the light is still on, or any American school where teaching is occurring. Do a school. Walk up, third grade classroom, peer in the window late at night. What you will see is the teacher has pushed all the desks back up against the wall, rolled up the reading circle rugs so it's just down to the bare cracked linoleum, and in the center of the floor, with a black Magic Marker, they've drawn a pentagram. In the center of the pentagram, on each point, they've put five black candles. The teacher lights the black candles and mutters a magical incantation about achieving maximum potential for each child in the United States and poof! up pops the devil.

The devil is wearing a slick $2,000 Italian Georgio Armani suit, and says, "Can I help you?"

This poor person says, "Devil take away my pain."

The devil says, "I could take away your pain. I will do this for you. There's only one thing I ask in return. All I want in return is give me your joy."

Stop and think about this. For a person who hasn't been fulfilled for years, for a person who's been down so long, it looks like up to them. Is it irrational to define joy as the absence of pain? Does this make sense to you? That's why people beat their heads against the wall, because it feels so good when it stops. They say, "Okay devil, deal." They do a high five with the devil, and poof! the devil is gone. And poof! the pain is gone, and poof! the joy is gone. And boy, you're numb, and it feels so good.

Numb is a state where no joy is experienced, a state where no pain is experienced. It is a safe, secure place; it is a place where people go when the pain of life and lack of fulfillment has become so strong that they can't see any way out.

Now, ever been numb? Two questions. When you were numb, did you know you were numb?

UNIDENTIFIED SPEAKER: Yeah.

MR. LEBBY: There's a little voice that talks in most people's ears. Do you have a little voice that talks in your ear? Those of you who don't, just heard a little voice that says, "I don't have a little voice that talks in my ear. Nancy. Nancy, you're getting numb".

Typically, the response to that is shut up because if I listen to you, I will have to do something about it. Mostly, we know about it, but we don't listen to it because we don't know what to do about it. So yeah, we know we're getting numb.

Question Number 2. When you were numb, did you know how numb you were? Most people say no to that. Most people say, "The only way I knew how numb I was, was when I stopped being numb, and then I look back, and say, boy I was numb".

If, in fact, you are interested in leadership; if, in fact, you are interested in motivation, then you have an interesting job.

It would be easy if what you could say to people was, "Paul, you give me your numb, and I will give you joy". Huh? Good deal? Do you trade numb for joy? Yes. Only a masochist would not trade numb for joy.

The bad news? You can't trade numb for joy, because on the continuum of feeling, here's numb, and here's pain, and here's joy. Numb is the absence of feeling, and pain is better than numb because there's feeling involved. Your joy as leaders, with the vast majority of the people that you lead, is to lead them out of numbness into pain.

Isn't this great? Follow me into pain.

And you wonder why people don't follow? Because you say to them, come with me and experience the pain you went numb to avoid because that's the only way to joy?

This is difficult to lead into, so I give you hope. I try to give you hope at least. I give you hope physically and metaphorically. In order to give you hope, I need someone willing to come up here, and subject me to physical abuse. You laugh? I need someone to come up here and bend my arm.

Now, just so you know, I need you to know, the first thing I noticed about this group is that every one of you is in better shape than I am. So, I'm going to pump this up here a little bit.

Okay. Now, what I want you to do is I want you to kind of squeeze the wheeze here. All right. That's it.

Now, on a scale of 1 to 10, I want you to assess the strength you just experienced.

MS. CHOPYAK-MINOR: 1 to 10, 1 being the best? Oh, okay. I'm subjecting you to pain, right?

MR. LEBBY: I'm numb.

MS. CHOPYAK-MINOR: 2.5.

MR. LEBBY: 2.5, and what you need to know about the 2.5 is I've got 1.5 of that as pity points.

So I need someone with a moderate amount of upper body strength to just come up here and bend my arms, volunteers? Nominees. Mark wins.

Come up here, Mark. Come up here, Mark. That's what you get for being on the bus with me.

Another volunteer. Another volunteer. The job is to bend my arm. Let's talk safety. Safety is important. One, arms bend up; two, arms bends at the elbow; three, arms don't react well to someone jumping up in the air, screaming "iieeh" and landing on it with their knee; four, don't pinch the nerves on the outer side and crumple me to the ground. Got it?

MR. WAGSTAFF: Yes, sir.

MR. LEBBY: Good. So much for ground rules. Next, technique. How would you do this?

MR. WAGSTAFF: Bend your arm?

MR. LEBBY: Hand positions, we're practicing.

MR. WAGSTAFF: Okay. Two hands.

MR. LEBBY: Yeah, a couple of points you might want to see. One, when you grab my hand, you're not bending my elbow, you're bending my wrist. Good. Two, this one you might get more force if you put it here and go down, so you got a vector going this way and a vector going that way. Okay?

MR. WAGSTAFF: Makes sense.

MR. LEBBY: So that's great positioning.

Third. I forgot a ground rule, which is don't jerk it--so just don't go JAAH! it's kind of a constant steady pressure.

MR. WAGSTAFF: All right.

MR. LEBBY: Ready?

MR. WAGSTAFF: I'm ready.

MR. LEBBY: What we're going to do is your job is to bend my arm. My job is to keep my arm from being bent. Her job is to figure out how to transcribe these grunts. Your job is to observe this and tell me what you see behaviorally.

Okay. I'm going to say is okay, which means you get your hands ready. Then, you ask me if I am ready. I will say yes, and then we'll do it.

MR. WAGSTAFF: All right. Are you ready?

MR. LEBBY: Yes, I am. Let's go.

MR. WAGSTAFF: I'm going to do it.

MR. LEBBY: Okay.

(Bending arm.)

MR. LEBBY: Did you accomplish your task?

MR. WAGSTAFF: Yeah, reasonably so.

MR. LEBBY: Did you--speak binary about it--did you accomplish your task?

MR. WAGSTAFF: Yes, I accomplished my task.

MR. LEBBY: It wasn't pretty, but you accomplished it. Did I accomplish my task?

MR. WAGSTAFF: No.

MR. LEBBY: Thank you for your honesty. What did you observe? Pain?

MS. CASH: Struggle.

MS. CHOPYAK-MINOR: Resistance.

UNIDENTIFIED SPEAKER: Trauma.

MR. LEBBY: Those are all assessments. How did you observe those? What did you see: heavy breathing, red faces, the little vein in my forehead going ba-boom ba-boom ba-boom? I will argue, this is how everybody spends, all of these people spend their 8-, 10-, 12-hour days. Somebody is trying to bend their arm; they're trying to keep their arm from being bent.

I want you to experience this. Get up and pick a partner. Everyone gets up and picks a partner of about the same physical strength.

Remember the ground rules, all right?

Hold it. Hold it.

There are two hypotheses here. One is there is an extremely important powerful learning point here which will change your life; Number 2, I'm simply trying to get even with you for all the ropes courses I've failed in my life. These are not necessarily hypothetical.

I want you to take it seriously. I want you to do everything you can do to bend your person's arm; and when you are the bendee, I want you to do everything you can to keep your arm from being bent. Do it both ways; when you've experienced it both ways, sit down. Remember the safety rules.

Go.

(Audience complies.)

MR. LEBBY: Okay. Was it good for you? So, did you like that?

UNIDENTIFIED SPEAKER: Yeah.

MR. LEBBY: No? Could you do that for eight hours a day?

UNIDENTIFIED SPEAKER: No.

MR. LEBBY: But 50% of the workforce does that eight hours a day. Why? Why?

UNIDENTIFIED SPEAKER: Because they don't want to be there.

MR. LEBBY: You want to know why? I'm glad you asked. You're supposed to say, "I don't know Drew, why?"

UNIDENTIFIED SPEAKER: I don't know.

MR. LEBBY: I'll show you. Turn to a partner and touch palms like this (indicating). This is a touchy, feely partner. Touch palms.

If there's an extra person, you can have a menage a trois. That's okay, but close the loop. Okay.

Now, decide who's going to be Partner A, and Partner B, and in the daisy chain, Partner C. All of the Partner As, I want you to nod at me, so you know where you are. Where are the Partner A's. Partner A, when I say, go, push.

Okay. Stop. You can put your hands down. Okay. Partner A, when you pushed, what did your partner do?

UNIDENTIFIED SPEAKER: Resist.

MR. LEBBY: Pushed back. Partner B, who said anything to you about pushing back?

We learn it. We learn it. We learn it from the earliest days in western culture. We learn it; it's called the kindergarten bully syndrome. You learn that if the bully keeps beating you up, you have two options, you beat back--90% of the world learns to drive the kindergarten bully away; the other 10%, like me, learn to run away. Those are the options.

When something pushes on you, you push back or you give up. We spend 8 hours, 10 hours, 12 hours a day like this because we have no other model.

Another model. Your job is to bend my arm. I'm going to change my job. What was my job?

MS. CHOPYAK-MINOR: To resist.

UNIDENTIFIED SPEAKER: Keep it straight.

MR. LEBBY: Keep my arm from being bent.

There's a tack on the wall right over there, fortuitously. What I'm going to do is I'm simply going to point my arm at that spot, and my job will be to keep my arm pointed at that spot.

Now, there is no other trick involved here. The only thing I am going to do different is shift my focus.

This is not one of those parlor games where Mark is going to try to bend my arm and I'm going to go yah-hah-ha. All I'm going to do is keep my arm pointed at that spot.

I have to tell you a couple of things. One is, it's going to take me a few minutes to get my focus on that spot. I'm not very good at this. When I have got my focus on the spot, I'm going to say, okay, Mark. Mark is going to come over and put his arms wherever he wants them for this, and the minute he touches me, I'm going to lose my focus because I'm not good. That little voice that talks in my ear as he touches me is going to say Mark is going to hurt you now, and my focus is going to go right back to here.

Then, I'm going to have to put my focus back on that spot. And when I've got my focus back on that spot, I'm going to say okay, Mark, then we'll do it.

Okay?

MR. WAGSTAFF: Okay.

MR. LEBBY: Things we do for money. Okay. Yaaahhh!!. I knew I would lose my focus.

Sorry. Okay.

(Mark trying to bend his arm.)

MR. LEBBY: To me, once you have your focus, it may be effective, once you have your focus, what you can do is you can kind of deal with the more tactical issues on the homefront. Come on, Mark.

You can deal with more tactical issues on the homefront.

Now, question for you. Did you experience anything different in the characteristic of my arm?

MR. WAGSTAFF: It felt a little bit more relaxed.

MR. LEBBY: Relaxed. Listen to these words. This makes no sense. Relaxed?

MR. WAGSTAFF: Relaxed. Not as much resistance.

MR. LEBBY: Did you expect him to say stronger? He didn't say stronger. I want you to try this.

This is weird California voodoo-type stuff. On your feet with the same partner. Find a spot across the room; two, palm up; three, don't make a fist. If you make a fist, where are you pointed? Get your focus; just kind of squint. You can almost see your arm extend out and touch the wall. When you have your focus, have your partners position their hands. You'll lose your focus. Put your focus back. Tell your partner to bend your arm. Do it.

(Audience complies.)

MR. LEBBY: When you have both done it, sit back down. Okay. Quick before he sneaks away. Thank you, Mark.

(Applause.)

Two questions. Question Number 1. How many of you found your partner's arm more difficult to bend the second time?

Question Number 2. When you were having your arm bent the second time, how many of you found yourself less conscious of all that pressure coming down on your arm?

What you just experienced is an Akido practice energy exercise called energon. Akido is an eastern defensive martial art which suggests there's a natural flow of energy through the world--a natural flow of energy within your body. If you align yourself with it, you use your opponent's energy; it takes none of your strength.

What Akido would suggest is everything; keeping my arm straight was Mark's strength, not my own. We don't talk about this well in western culture. The closest we come is to call it, *The Force*. The Chinese study it in their Department of Physics. For them, it is an actual hard science energy which is used and applied.

What I beg you to do as you consider leadership for yourself, both for people in the workforce, people in the outdoors, and people in the classroom. The way to lead them is by first identifying your spot on the wall. Once you've identified your spot on the wall, your spot inside begins to resonate. Your job, having found yours, is to assist them in finding their spot.

Finding their spot for each of them allows them to experience pain because of the joy that resides on the other side. By focusing them on their spot, by assisting them and focusing them on their spot, you give them permission to live and to give them the hope that joy follows this pain.

As you work in small groups this week, focus on the spot before you focus on the tactics. Focus on the purpose and the contribution of your work before you focus on the process.

Thanks.

(Applause.)

QUESTION AND ANSWER PERIOD

MR. NELSON: Just what do you imagine are some of those spots you're talking about focusing on, some examples? What?

MR. LEBBY: I can give you a bad example and then I will give you a good example.

American corporations have been missioned to death. Mission is a big deal today. It's where you lock the executives in a room, and you say, what is your mission? What is your purpose? It's kind of like an EST training--no bathrooms, no watches. At the end of it, they have a statement. The statement says the mission of X Company is to be the high quality, low cost provider of blah and to be the world leader. These are then put on laminated plastic which people carry in their wallets. The only time they read them is when they're stuck in a men's stall, and they have nothing to read, and they clean out their wallet.

That's not what I mean. That's not the spot on the wall. I don't believe that there's anybody in the world, at AT&T, that got up this morning, and said, "Oh, joy, another day to become the high cost, low quality provider of information movement in management services."

But that's what we do. That's the false spot on the wall.

Somehow, these spots on the wall have to translate the headiness of corporate mission or individual mission with the heartfelt emotion of personal purpose; they sound a little funny when they actually get done, but for most of you, particularly in outdoors, my guess is these spots have something to do with unleashing the potential of people to understand their own capacity for leadership. I don't even know what the right words are, each person has got a right word.

What I do know is that those spots on the wall all reflect the meaning of a person's life. With the geographic dispersion of the community, it seems to me that the place where we live out our spiritual nature is no longer in community, and it's even less in family. I think we live out our spiritual nature in the workplace. Those spots have to do with reaching outside ourselves to support and caring for other people.

My own particular one is--I don't know if the language makes any sense--is about assisting people to create special purpose communities that function in the state of dignity and respect. It's kind of what I want to leave behind.

I'm not sure what the spot is for everybody, but it's an emotional spot, not an intellectual spot. I don't know if that helps.

MR. WESCOTT: If you're talking teamwork, how does everybody focus on their own spot?

MR. LEBBY: Great question. It's a distinction between agreement and alignment. Agreement is what most people think we need to do in a team. The team has to come to agree that all of us have the same spot on the wall; I'm not sure that anybody's is. It would be very difficult to find somebody with the same spot on the wall. So, it's very hard to bring any team or any organization into agreement.

On the other hand, alignment suggests that your spot on the wall and my spot on the wall, if they're at different focal lengths, perhaps, can be achieved through the same set of strategies and tactics. In other words, we come into alignment because we believe that all of us are closely enough aligned; that working together allows us to get closer to each of our individual spots.

If I could draw it, if I drew it as arrows, it would be--here's what we all align on. We all align that we, as a team, need to go in this direction, and that each of us has our own spot coming from a different vector and with a different focal length, but we all believe that working together advances all of us closer to our individual spot.

That's why voting doesn't work on teams, majority rule. How many of you want to go this way? Ten of you? How many of you want to go that way? Six of you? Well, we're going this way. You can't do that, and it's what we do, unfortunately, in team building when we leave people to say how do you want to function as a community. The only thing they've ever known is the democratic process of majority rule.

Numb.

The way you can tell numb in an organization is it looks like this (smiling).

Numb is about cordial. Numb is about I'm too polite to disagree with you about your spot on the wall. That's a great spot on the wall, Dave. Hey, I could really get behind that spot on the wall, Dave, until you and I go into the men's room together, and say, don't you think that was the stupidest spot on the wall that you ever heard.

Numb is a condition where people are cordially dishonest. It leads to, like democratic rule, majority rule. What needs to be created inside teams is the ability to be honest about conflict, to be honest about disagreement, to pay people the compliment of telling them that you question their assumptions, and having people be willing to have their assumptions questioned.

When you can do that, when you can honestly say, I don't understand your spot, it seems weird to me, I don't know that I can buy into it, can you assist me? It's the process of the definition of the spots and explaining them to each other that moves a team into alignment.

You don't have to agree but you have to understand enough to say, I'm in alignment.

Now, you may, in fact, have one guy who wants to go in that direction. That's okay. That person can leave the team. It's allowable. Not only is it allowable, it's preferable to have team members leave the team if they're totally out of alignment with the rest.

MS. CHOPYAK-MINOR: When working with a group of kids, say K-12, who have been brought up in this democratic process, what kind of models or suggestions can you give to moving them in this kind of decision-making process?

MR. LEBBY: I have a radical answer to that.

MS. CHOPYAK-MINOR: Good.

MR. LEBBY: In the 20 years of research that has been conducted on competition, there is not one study that suggests that competition produces more or better results in any way, shape or form, than collaboration. The first step for me in getting people, in getting kids to that state, is you have to reverse the entire process of American schooling. Stop and think about it. The first game you were all taught to play was musical chairs, where we put a chair for everybody in the circle, and the music goes on, and then the music stops, and everybody races for a chair, and then we take a chair away, and we rip one kid out. We teach that kid immediately that the way you succeed in life is you get to the chair before the other person and push him away.

What I suggest you do is you reverse your game. How about if you take the chair away so that there's one less chair, and the purpose of the game is for everybody to find a seat so at the end of the game, you have kids sitting on each other's laps.

In the game of majority rules, we teach people to compete over assumptions and philosophies. We have to teach them too. It's another distinction. It's the distinction between dialogue and debate or discuss. The ground root of discuss is the same ground root as percuss, okay? A discussion is like a tennis match--boom, boom. The purpose of tennis, if you stop to think about it, is not just to win, but to win in such a way so as to interfere with your opponent's ability to win.

The dialogue is very different. Dialogue is a process of together, hanging your assumptions up, stepping back from them, and viewing them side by side and questioning them.

MS. CASH: Thank you, Drew, very much.

(Applause.)

PERFORMANCE FACTORS AND LEADERSHIP: PROBLEM SOLVING, CREW COORDINATION, AND COMMUNICATION

Keynote Presentation

By

Barbara G. Kanki
Research Psychologist
Aerospace Human Factors Research Division of NASA/Ames

Editors' note: This is from a transcription of Dr. Kanki's presentation.

About the speaker: Dr. Kanki received her graduate degree from the Behavioral Sciences Department at the University of chicago where she specialized in the areas of communications and group dynamics. She came to NASA/Ames Research Center as a National Research Council Post-Doctoral Associate and began working in the aeronautical domain by studying the relationship between crew communication and aircrew performance. Currently, she is a staff research psychologist in the Aerospace Human Factors Research Division and a principal investigator in the Crew Factors Research Group. Although much of the crew factors research focuses on the study of team performance and team-focused training in air transport operations, an important aspect of the work is its generalization to space operations and the stresses of working on high-risk, often isolated and confined environments. As such, the program has grown to include field environments that are analogous to space operations in critical respects. For example, Dr. Kanki has been studying teams of underwater scientists/divers as an analog to space station science teams and mountaineering teams as an analog to planetary explorers.

I am going to give a quick introduction of what our group does. Basically, we study how things work together. We are not specialists or experts in flying. There are two sides of research: the aviation (aero) side and the space side. Much more work is done on the aero side because there are much more concrete, tangible problems that can be addressed. On the space side of the house, everyone knows there are problems, but nobody really knows what is going to happen--it is nebulous.

Then I will talk a little bit about how we approach our research. We are dedicated to doing research from our own domains, and we have an academic interest in perpetuating our fields, but we are also just as interested in making realistic applications to real world problems. So, we spend a lot of time working with various agencies so that we can make sure what we are doing remains relevant.

Then I will talk a little bit about some of the research settings. Since we work with several domains and we have a lot of interests, we work in different settings and need different kinds of research tools for working in those settings. I will go over those and then give you three examples of some studies we have done: one from aviation, the last two are in the name of space-analogous environments--undersea habitat being an analog for space stations because we have science teams working in the habitat, and the mountain climbing teams has a planetary exploration analog. Those are much more field-oriented, less controlled, and much more exploratory on our part.

Partly what determines what we study is what the FAA wants us to look at, and they are willing to fund certain kinds of problem solving. Then, I would say, our main affiliation is with the airlines themselves and with military groups with aviation squadrons. We go to these groups and talk to them, and they tell us what they are interested in. At times, they invite us to go to their establishment and use their simulators and pilot group.

We work with the manufacturers a little bit, Boeing and Douglas. We work with NASA. I have been working at the Kennedy Space Center recently; that's been one of the very rare, but good collaborations with a fellow NASA group. We have been looking at shuttle maintenance, operations, launch control, and payload integration. It is fascinating to see that kind of teamwork in action.

We have worked with NOAA's undersea program. We have also worked with the National Park Service, who actually distributed and helped maintain some of our questionnaire data a couple of years ago at Denali. We deal a lot with people like the National Transportation Safety Board when they start implicating human factors as partial or primary causes of accidents.

In the late '70s, there was a great push for this kind of research. Everyone was finding a percent of the major accidents and incidents were linked to human error problems as opposed to technical problems. In the past, most of the problems could be pinpointed to an aircraft problem, a maintenance problem, not the people, but a flaw in design. At this point, we are seeing many more problems in terms of management, in terms of miscommunication, and in terms of flight crews having a hard time dealing with each other. We are studying the multi-crew concept, not a single pilot as much as we used to.

There were some very good reviews of the accidents and incidents that occurred during that time. The ASRS is a confidential data base held at NASA because NASA is a neutral third party. We have some very good information.

I have been reading some of the accident reports of the American Alpine Club regarding mountaineering or alpine accidents. They are very, very interesting and illuminating in terms of what kinds of accident causes are valuable to research.

By 1979 at Ames, there was a full mission, high-fidelity simulation. This was the first time a simulation study was done in which the scenario of the flight or the mission was made as realistic as possible. Typically, in simulation, pilots receive training where they are given difficult problems. This was the first time a full scenario had been created. It started at pre-taxi: The crew had to go through all of its checklists, do all of the paperwork, talk to dispatch, talk to the ground. The scenario was designed just as realistically as possible.

However, an abnormality was also programmed into the simulation so that we could look at things such as how the team worked together to solve the problem. We didn't give them a problem that was simply solved by flying well. We wanted them to be able to solve it by making a good decision, talking it over, figuring out how to approach the problem.

In this first study, researchers came out with the same kind of findings that these accident and incident reviews came out with: a lot of the problems were being caused by human error. Problems were not related to aircraft problems or mechanical problems. There was often preoccupation of the crew onto something minor or obsessing about something in particular and losing sight of the whole picture.

When you looked at the crew members, there was never any question about inadequate training or skills. These were always very skilled people, but they were not focusing in the right place. An example of this is the Everglades accident where the crew was obsessing about an indicator light that was out. They were losing altitude, but because their auto pilot went off, no one noticed it. Air traffic control said, "How are you doing?" But not saying specifically, "You are descending." They crashed.

They were a skilled crew, but they were simply focusing on the wrong place at the wrong time and made the assumption that the auto pilot was taking care of it. There have been other problems like being preoccupied with something and running out of fuel, that seems inexcusable, but that happens. Typically, the information is always there, but the crew is not paying attention to the right information. All of this is pushed us in the direction of saying, "Okay, we need to talk about how crews work together, and why these problems are happening." The things we need to focus on are leadership, command, and teamwork.

The other direction that happened due to the '70s was new training that airlines began to develop called cockpit resource management--a type of team training. It was not in place of technical training and usually, it was voluntary because they couldn't get the support to do this type of training. They took it upon themselves; often grass-roots organizations created programs for their own teams and started teaching some of these crew concepts.

The definition of cockpit resource management is the utilization of all available resources, information, equipment, and people to achieve safe and efficient flight operations. Hardware, software, and livewear are the words that they typically use. In technical training, usually software and livewear are left out; you deal mostly with the technical skills and mechanical information.

From the 1980s on, cockpit resource management has proliferated. Nearly every major airline does it. Management finally realized that this is something they needed. However, in the transition stage, the airlines that have resources and money can better implement these programs; the ones that are struggling have a hard time. Currently, awareness seminars are being held.

LOFT (Line Oriented Flight Training) has developed where work in the simulator is full mission. This is the full-mission idea where they train in simulators not just for technical skills. At the same time, they began to train their instructors and evaluators in order to assure consistent evaluations. There must be long-term commitment with strong organizational support for this type of program to succeed.

CRM now refers to Crew Resource Management rather than Cockpit Resource Management. Other areas in the aviation system, such as cabin crews and maintenance crews, are starting to become involved. Air traffic controllers need to be involved with this as well. At some point, it would be really nice to have training programs that integrate all of these things; research doesn't even integrate these yet.

Hart Langer at United Airlines stated that Flight 811 out of Honolulu and the 232 out of Sioux City would have been much, much worse accidents if it hadn't been for their training. The teams, themselves, talked about how their resource management training came into play and helped them solve their problems.

In the space side of the house, we have some lofty goals such as developing empirically-based scientific principles that identify the environmental individual group and its organizational requirements. To date, good research programs are not going on except in the individual physiological areas.

There are certainly crew level problems such as qualifications and selection criteria. How should crews be composed, put together? What happens when you have heterogeneous crews such as on the shuttle where there are pilots and mission specialists, all with different goals. When groups have different goals, there are often conflicts.

I watched the space life science's crew that went up a few months ago. They were practicing their payload integration, which was largely medical experiments. The crew was, primarily, to carry out physiological measurements on themselves. The two pilots in that group sat back, did not really want to participate with the mission specialists, and just felt they were the guinea pigs. The pilots said, "Yea, when we get up there, we're going to lock the door. Otherwise, they are going to be sticking needles in us." They clearly wanted nothing to do with the medical side of it, although they were one team. Clearly the pilots had their priorities--to land, basically--and they didn't necessarily care that much about the medical experiments.

If we ever have space stations, there are going to be heterogeneous crews. There will be many scientists, different types of pilots, as well as maintenance people for keeping things going, for example, satellite technicians. There will be a lot of roles and a lot of different specialties with different goals.

Of course, in the space side of the house, the biggest interest is in the aspect of long duration; that is something very difficult to study on earth. This is why we start looking at space analogies.

Some other areas of organization management. What do you do about managing the various teams? Us versus them seems to happen. When Skylab was up, one of the Skylabs had something called striking in space where there was so much conflict between Skylab and Mission Control that the astronauts cut radio communications for a while. That's not good.

Us versus them happens in the underwater habitat between topside operations and the aquanauts. Aquanauts are totally dependent on the topside to keep them alive. After a while, it became very stressful because they depended on them for everything. There was not a good appreciation on either side of what people were trying to accomplish.

Training and intervention are critical, especially for emergencies. What happens when you have conflicts? How are we going to give people strategies for dealing with crises? Are we going to design things well so that people can deal with the automation?

This has been a presentation of how our research is organized. As I showed you in the space problem areas, we are interested in many different kinds of input factors and we are interested in how they affect outcome--outcome is always proof of performance in our formula.

Crew performance is sometimes as simple as, are they committing errors? We must define what performance outcomes are. But, basically, we are interested in what kinds of effects do these kinds of input factors have on outcomes. As secondary research, we are interested in what is the process by which they get from one to another.

When we are contrasting two different kinds of crews, perhaps they were composed differently, we want to see if there is an effect of these two kinds of crews on performance? If one type of crew performed better, we might decide that there was an organizational effect. Then what we do is see how did it make them actually perform differently? In simulation, for instance, we videotape everything. We can go back, transcribe all of the communications, and look at it very microscopically. We can actually see what patterns are different. In this method, we are looking at the broad effects and then we look at the smaller effects. When we walk away from a study, we can see a pattern that works well. From the information from the study, crews must make it relevant to themselves.

Because there are a lot of different kinds of questions we are looking at, and the questions are very different from each other, we have to use different methods. We don't do too much laboratory work, or mock-ups, or test beds because they don't give us the kind of validity that we want. When studying crews, we have to make sure that the crews are actually behaving in a realistic way. We want natural behavior, not them sitting in a booth hitting things. We do most of our work in partial analogs such as high-fidelity simulation where there was enough fidelity that people forget they are in a simulation and start behaving very naturally. Pilots, of course, are very used to simulators. It is not very artificial at all. The real advantage in simulation is we can program things in. We have a high degree of control as researchers.

On the other hand, when we do field research, we have a very low degree of control, that is, we will never be able to have the same condition twice. One never quite knows what is the cause and effect. However, this is the best generalization, and whatever we find out in real life is going to be the most directly relevant. We try to work back and forth between simulation and field research: What one method doesn't answer, we try to answer some of it the other way.

I am going to describe one study that we did some time ago. The idea was to look at leader personalities. We were looking at a particular crew composition and how that affected their performance.

We had pilots from one airline fly for a day and a half. They had five flight segments, two in which there were abnormal programs. We watched for problem solving, crew coordination, and communication. We used expert ratings, crew errors, communications, and aircraft handling as parameters for performance.

For the expert ratings, we used a retired airman who was familiar with the company procedures. He observed and took notes throughout the whole session.

We videotaped the flight segments. Coders, who were pilots, looked at the tapes in great detail. They compiled lists of the errors and then rated them in terms of severity.

There were three different types of crews. One crew was determined by the captain's personality. The other two flight crews were random.

The grading system was as follows: *IE positive* meant a high level of achievement and expressivity--embodies the idea of the best leader type (the right stuff); *I negatives* stood for negative instrumental, those who were highly achievement oriented, but more for self and not highly expressive in terms of other team members--this is the group that one would consider the macho or, formerly, the right stuff-type pilot, what we call that group now is the wrong stuff; and the *EC negatives* were negative expressive, lower in both of the above qualities--we call them the no stuff.

In Day 2, the task was to fly from LA to Sacramento. They started off with bad weather and when they get to Sacramento, they couldn't land. They had to do a missed approach; after missing the approach, they had a hydraulics failure. At that point, they needed to handle the abnormal situation. They had to go over their abnormal checklists, handle the situation, and, at the same time, decide where they were going to land.

A hydraulics problem means they had to execute a manual gear extension and use different flap configurations, which takes a longer time. Since they didn't have braking capacity, they needed a long runway and they needed a good approach where they could perform all of these things more slowly.

Now, their alternate landing site was San Jose, but San Jose was still not the best conditions for weather. The right answer was to go to San Francisco.

The basic findings (with respect to the rating system) show that the top of the line are the IE pluses. These are your best, the leader types that you would expect to do well did well across the board. The I negatives performed a little less well on the first day, but by the second day, they performed better. The lowest performers were the EC negatives, the ones that simply didn't have leadership qualities.

I think it is really interesting about the I negatives. They performed well, but one wonders how this type of personality would perform in long-term duration scenarios such as a space station.

In terms of errors (errors were graded according to severity), the results were very simple. Both IE positives and I negatives did well, and the EC negatives scored significantly worse.

What we concluded from the study is: one, some personality aspect should be taken into consideration and selected for. But then we wondered about the other crew members? If we looked at one (the pilot), maybe we would like to look at how that personality complements the other crew members. Finally, this is clearly an aviation setting; what would occur in another environment where long-duration effects come into play?

I am going to talk about some of the field research. Field research, as I said, gives us the advantages of looking at a maximum generalizability because we are looking at real things happening. People are obviously engaged in doing their tasks and meaningful work, which can fall apart in a laboratory setting. In the field, we can start looking at social and organizational effects because they are actually working in the environment that they usually work in, unlike a simulation where the pilot may throw away all of those trappings of how his boss treated him that day or any other problems he is having--he is often able to put those things aside. In the field, all of those kinds of things are present. On the other hand, we can't control anything. We can never have good contrast because too many things are changing all the time. Of course, if we are seeing the abnormal operations, we probably don't want to be there. It gets risky from a researcher's side, too. What I am going to describe, just a little bit, is what we were doing at the underwater habitat.

This was a habitat located in St. Croix, in the Virgin Islands. Hurricane Hugo stopped the operations two years ago. They are now in the middle of relocating and may start up again in the Keys.

We worked with them for a couple of years. We wanted to look at group and organizational factors. We did a whole battery of things: We gave them questionnaires; we looked at personalities (the same ones that we had looked at pilots, so, we had baselines to compare), demographics, and a lot of age experience differences.

The aquanaut teams were four to six people. Each of the teams were configured a little differently. Some all knew each other, some were students and teachers, all were equally skilled people. We had permission to study the aquanaut, but we didn't ask to look at the topside people. Once we were there, it became evident that the most interesting things going on were between the aquanauts and topside; there were some very interesting dynamics, but we didn't have permission to give the questionnaires to the topside people. So, it was an incomplete design. We did what we could.

The topside operations teams were also joined by topside science teams. Therefore, there was another group topside that was working closely with aquanauts; that's interesting for the space analogy because there will be scientists on the ground communicating remotely with the people operating the experiments.

Task and environmental factors were nice because the configuration of the habitat is small, similar to what a space station would be like. Habitability issues came up. There was no team training; operations said later that they felt this was an inadequate area.

When outside the sea lab, communication certainly has to take place under degraded circumstances--signaling, nonverbal actions. Crew members have a clear task to perform--science experiments.

Remote communications was very interesting. They had radio channel, a telephone, voice-activated telephone, and they also had speakers inside in a couple of places. They were monitored by topside at all times on videotape for safety reasons; tapes were not kept, but they were on screen the whole time. We did take some of the tapes for sampling purposes.

The outcome measures of science productivity is an important one, but on the other hand, habitability is very important, as well as is team member satisfaction. Safety should also be on that list.

Sometimes what happens is that the scientists would want to sacrifice safety for the science. So, they stay out a little longer. Meanwhile, topside is saying, "Sorry, you have to go back right now."

Everyone had conflicting goals, and that's how the stresses started to appear. We had surveys and questionnaires for assessment, but what we found was that assessments really depended on, basically, one's point of view. If someone were topside, they would rate according to how easy it was to deal with. If it was the aquanaut, that person would rate in terms of how well they got along together.

I am going to switch quickly into the mountain climbing analog. This gave us some different aspects that were interesting. It was a longer time of being together (the underwater habitat was usually 10 days) under harsh conditions.

It was one of our astronaut friends that recommended that we look at climbing teams because he is a climber. He said, if anything was similar to the astronaut teams, it was these climbing teams because of the great interdependence and close coordination that had to go on. Another interesting facet is the multi-national aspect. If we ever go back to this study, I think that would be very interesting since space exploration will probably be multi-national.

We did the same kinds of data collection. We had a few questionnaires, mostly in the personality, demographics, and organizational factors; I will focus on the organization. We tried to categorize how well a team did in terms of performance, and to see if it related back to any of these organizational factors.

We measured performance according to whether they summited, according to safety and survival issues, physical health, and satisfaction, basically, what we got off of the questionnaires.

For assessment, we made up something called index of complaints--a measure of how happy they were with their team. And then, we had team member rankings.

We made up four different categories of teams. The first category (Type 1) was small--teams comprised of two to four members. The second type, greater than four, was broken down into three more types: military groups (Type 2), sponsored clubs (type 3), and professional guided groups (Type 4).

In terms of reaching the summit, Type 1 and Type 4 did the best. The middle two, the military and the sponsored clubs, did not do as well. In the complaint indexes, Type 1 and 4 had the fewest complaints; Types 2 and 3 having greater.

What did we conclude? We concluded that it was complicated because there is not one factor versus another factor. If you look at size, the Type 1 crews were small and not organized by a particular outside organization. They were typically highly familiar with each other, friends, they knew each other well, they were usually homogeneous groups, and the formality was low.

The Type 4 groups (the professionally guided) were almost the opposite. There was no organizational affiliation, except for the tour. Familiarity was probably low, homogeneity was probably low because there was a variety of experience and skills, and there was quite a high level of formality in terms of role structure.

We had these two kinds of groups that are very different from each other doing the best. What is it about the second and third groups? I suspect it has something to do with the organizational affiliations.

In the military or in a sponsored club, people may start having competing role structures; the military, in particular, has people with ranks, but then there are roles on top of that and it becomes confusing. In terms of clubs where there are many friends working together, there may be lack of role structure, or wanting to do things very informally when you need to do it formally.

We decided that with such a small number of teams, we have to look at a composite of factors; not just look at one at a time. We need to look at the kind of team to be put together--small, large, formal, informal--and train accordingly.

In conclusion, our crew factors products that we tried to come out with were recommendations with respect to team design, crew selection, composition, organizational structure, and organizational support. We have less to say about task design. We put most of our emphasis on training. If there are crew-based, full-mission training techniques that we can recommend or help to develop, those are the areas in which we work most heavily.

We recognize that one factor is not enough. There is always another factor that can override another. You may have a great team design, but with bad training, you still can't succeed.

POLAR DREAMS: FROM ONE EXTREME TO THE OTHER

Keynote Presentation

By

Ann Bancroft
Explorer, Educator, Author

Editors' note: This is from a transcription of Ms. Bancroft's slide presentation.

About the speaker: Ann E. Bancroft is the first and only woman to reach the North Pole by dogsled. After eight months of grueling training and two months on the Arctic ice fields enduring temperatures as low as -70°F, Ann stood on top of the world. As a vital member of the 1986 Steger International Polar Expedition, she dispensed emergency and medical veterinary aid and was trip photographer and cinematographer from National Geographic. Ann is currently team leader for the American Women's Trans-Antarctic Expedition. Beginning in October 1992, Ann and four other American women will traverse the continent of Antarctica on skis in approximately four months. Successful completion of this expedition will earn Ann the unique distinction of being the first women to travel on foot to both the North and South Pole. Ann has taught physical and special education. She continues to be an instructor of various outdoor activities including staff person for Wilderness Inquiry, an organization which helps disabled and able-bodied individuals enjoy wilderness experiences throughout the year. She is extensively involved in service to the community through Special Olympics, the MS Society, the Literacy Campaign, the Learning Disabled Association, and the Board of Melpomene, a women's health and research organization.

I'm delighted to be here. I thought it was pretty humorous that they invited me to come and speak on leadership. I haven't yet pulled this trip off and I can use this conference myself about now. So I will struggle through and talk to you of some of the things that I have experienced.

I'm going to talk a little bit about the North Pole and then I'm going to talk about what I'm doing right now because that is really where I am stretching and growing as a leader, in areas where I had no idea I could stretch and grow.

I have been involved with the Antarctic expedition for two years. I'm just now going into my third year, and it will be four years by the time I complete the trip. I'm going to talk just briefly about the North Pole because I'm learning a lot from reflecting on the last five years and the actual time on that trip and learning from the two men who led me and some others to the North Pole. It's been a very valuable experience to draw upon in trying to do what I'm doing now because the experiences are very similar.

Although the trips are to opposite ends of the world, they're the kinds of expeditions that are quite large. They are trips that are not just personal trips. I feel very strongly that this is a job. It is not just simply the five of us going across Antarctica, and I will explain some of that with the help of some of the visual aids I didn't have this afternoon. Boy, was I scared! Whew! Seventh and eighth graders can be so challenging, and that's what I want to talk about tonight and relate a little bit about some of the struggles that I'm having. Maybe I can get some help from all of you after I tell you about some of the things that I've learned, and what we are trying to accomplish and what makes this trip different from some of the other trips I've taken. I am drawing upon--and I will probably say this again and again--I am drawing upon all my experience to do this trip and I will carry what I learn on this trip to the next.

I feel very strongly that what I'm doing right now is really no different from what you have to do in business, or what you have to do as a teacher, or what we all have to do in our personal lives. I think there are five basic ingredients that we all use to accomplish our large goals.

First, we have to have an idea of who we are and what we want to do. Sometimes what we want to do is go on an expedition; sometimes it's a project within our organization that we want to bring up to our supervisor to try to get to do something new and different, something unique. But whatever that thing is, however it works into what we're doing at the time, we have to find, somewhere within us, the courage to take it on and express it so that it can become a reality. I think this takes a lot of courage.

A lot of the things that we take on on a daily basis go unnoticed. They don't get a lot of recognition, like expeditions to the Antarctic, which are pretty dramatic. On trips like that, a lot of folks come with us vicariously and consequently we get a little bit of press. A lot of the things some of us do day to day don't get that and I don't think that that's necessarily a reflection about what we are tackling. But we've got to find within us the courage to take on new ideas, new projects, both professionally and personally.

Courage is the one ingredient that I think is going to allow us to stretch and grow and continue to do the next thing and the next one after that. And I think that before we find that courage, we have to give ourselves permission to fail. That's not to say that I want to give myself the easy out if I do fail and I don't get all the way across Antarctica, but I have to give myself permission to think that it's possible that I fail, even after putting my best foot forward, after turning over every stone, after putting together the best group, and after going off with the best gear, the best equipment, and the right food, it's possible that I may fail.

I had to allow myself that possibility in order to find the courage to say, "I can now do the dream I want to do," which in this case is to cross Antarctica with an all-women's expedition, not just stopping at the South Pole but continuing on, and to use a route that only one group (a 1957 British expedition) has ever taken.

After gaining the courage that the permission to fail allowed me, I then went to the next step, which is commitment. I told my friends and family about my plans to carry out the dream, and then went out to look for help to make it happen. The step after that is preparation. You do the preparation, the groundwork that allows you to do whatever it is that you're going to do. I have done that as a teacher. I see business people doing that all the time, preparing for the final product. For the expedition, that preparation time is three years. It's the same amount of time that was taken in 1986 before we went to the North Pole.

It always strikes me that these trips are relatively short compared to the amount of preparation time. It's such a huge time commitment before we even see the ice on either end of the continent. That preparation is key for us and I'm in the thick of that right now as we are a year away from seeing the ice in Antarctica.

After the preparation, you get to the next step, which is what I call the day-to-day grind. That, for us, is actually being on the ice. Going to the North Pole was pushing sleds, which weighed about 400 pounds apiece, with the help of 10 dogs, and we did this day in and day out for 57 days. The work never changed. It was not glamorous work. It was not very exciting, to tell you the truth; it was about like pushing that wall [points to wall of room] for about eight to ten hours every day, but it got the job done and that was our daily grind.

We found tools to keep ourselves motivated and sharp during those times of repetition, those times that put to use our skills and all our training. Those times brought out, I think, our strengths and our weaknesses. I found that if I hadn't recognized my weaknesses and actually turned them into strengths, I don't know that I would have made it to the top of the world. I think that that helped me keep going on those days I wanted to turn back, when it really looked bleak, and I think it helped the rest of the people on that trip. I plan to utilize that tool, to put it into my bag of tricks for this next trip. So, I think that if you keep on going in the day-to-day grind--if you've done your homework and the weather has been cooperative!--you will find yourself at your destination, and you might meet success.

In '86 going to the North Pole, we were very fortunate. Mother Nature gave us some breaks. We found ourselves at the top of the world, after doing our homework. In chatting with people about that trip--and I have been doing that for the last five years--I hear a lot of the same sort of remarks. People say how brave we must be to have done what we did. We didn't feel very brave, or very unique as individuals, but we felt very prepared.

Also, many people asked, now that we've done this, what's next? And I noticed that we were all shaking in our boots because we didn't know what was next. Not knowing what was next was frightening and when we found out what was next, that was frightening, too. It doesn't get any easier with each project, and I think we're all doing that, in all the different fields that we are in and in our personal lives as well. I think that this is a common thread among us all.

I don't think the common thread is 50 below zero. Most of the groups I speak to are not folks like you who have an affinity for sleeping out in the winter. Crested Butte is, I think, an exception; many people around the nation, indeed around the world, aren't very active in the wilderness.

It's very important to take these tools, or understandings, that I'm talking about and relate them to where they fit you, and take the adventure part as just an adventure.

Let's go to the slides. We're going to kill the lights on you because there's so much white in the slides, but don't fall asleep on me. I know you've all had dinner; I was taken to dinner and it was great, the best meal I've had. One thing about training is you get to eat a good deal.

In 1986, we went to the North Pole. I had the unique opportunity to travel with seven men and 49 male dogs. I brought back a lot of stories from that experience. I always say that I have a very unusual resume now. Some unique skills were gained on that trip. I watched Wil

Steger and Paul Schurke, the two leaders of the expedition, very carefully. I think we all watched them very carefully throughout the time we trained and on the months of the trip.

Wil has a long history of a variety of outdoor endeavors, including the dog mushing field, so I knew of Wil. I really didn't know Paul at the time of signing on with this outfit. I would watch them very carefully during training as I was trying to get to know them and was also watching them for leadership styles. I found that two leaders have a distinct advantage. When the physical and mental stresses and strains wore out one of them and he burned out, hadn't paced himself, the other one would be recharged and could take over. They shared the responsibilities, back and forth, and the team members did not feel at any time a lack of leadership.

Wil often told me that he would never have wanted to do this trip as the sole leader in case there were crunching decisions that might be really crucial to the expedition. Also, he could share his thoughts with someone without having to share them with the entire expedition.

That trip has been very, very important in planning the trip coming up. I often chuckle with these two men, as I get their opinions. We complained about certain things on the trip, and I'm now experiencing the flip side of the coin, being in the leader position with the group I have now. Also, Wil has been to the Antarctic and we talk about that, and about group dynamics and physical obstacles.

The North Pole and the South Pole are physically very different. The North Pole, being on the Arctic Ocean, presents physical barriers that varied every day for the two-month period we were there. The ocean, although it is frozen, is alive. Its currents buckle the ice and create huge ridges called pressure ridges. These are anywhere from 30 to 80 feet tall. They can be created right in front of you or they can have been there for weeks or months. The ocean is reminding you all the time that you are not on a solid surface and that it is constantly moving.

We had to monitor our position. We could go ten miles north and, as we slept, we could be pulled back by the currents of the ocean ten miles south, and a day's progress would be negated. So it was really an ocean journey even though we were traveling by dog team. The constant change in the ice was really exhilarating for us. It kept everybody mentally motivated and we're going to find that that's very different on Antarctica where we will travel on a land mass rather than on an ocean.

What you're seeing in this slide is a crack in the ice. Again, this is something that we will not experience in Antarctica. This is what the ocean does when it decides to pull apart rather than buckle the ice up. This is called a lead. This one is quite narrow so we simply jumped across after throwing the dogs across. It's exhilarating to see the ocean pull the ice apart, to see this natural force. It's right up there in my book with avalanches and earthquakes. It's a phenomenal thing to experience up close, but not too close.

The key for us in '86 was working as a team. We were not a large group. We were eight individuals, and we had 49 dogs--we meant to have 50 but one decided to miss the plane; he was not eager to see the ice so we started with the odd number of 49. Even though the terrain will be very different for us in Antarctic, the work ethic will be the same. We'll work as a team and try to overcome the physical barriers to keep ourselves going to our goal. Also, one of the biggest differences in the two trips is that, in the south, we will not have dogs, and they are wonderful traveling companions. I'm the only one on the Antarctic team that dog sleds so the other members aren't going to miss it. But having traveled with these dogs, I will miss this mode of travel and the companionship.

The dogs were a tremendous support system for me, being the only woman on the expedition. I relied on these guys a lot. They never tell your secrets. We are not taking them on the Antarctic trip primarily because of cost. Like us, they eat and have medical bills and transportation costs. But another reason we're not taking them to Antarctica is that they are such marvelous traveling companions. When you take a dog, you have added a member to your team.

In 1986, any time that we forgot that the dogs were a part of our team dynamics, we got into trouble. The expedition came grinding to a halt. Dogs come in different sizes, different shapes, different colors, and if you treat them as individuals, you will go a long way. If you treat them as just a work mass, you won't get very far. They have personalities just like you and me and you have to treat them accordingly.

You have to know who likes whom, and who doesn't like whom. You have to interact with them if you want them to respond to you. They love to pull, but they like to pull for you. They individually bond with each member--dog and human--of the expedition. So, for that reason, I decided to keep the Antarctic team small and therefore simpler to lead. Another reason we decided not to take dogs is that we want to try to actualize our dream of an all-women expedition and that would be harder if we had dogs on our team.

I have been told over and over that communication would be easier in an all-women's expedition, but I've found that in the last couple of years that that isn't necessarily a given. We all have to work for the kind of good relationship that makes for good communication and we have to work as hard as we did in 1986 with a predominantly male expedition.

The physical environment we are facing is not conducive to communication or good group dynamics. This is the one thing that we are training the hardest for in 1992. It's the major element of concern for me as the leader, because we are going to be four months on this next trip, and because the environment is not as stimulating, and because we are going to be going single file, as you will see. So, when you add temperature, the exhaustion factor, the wind, et cetera, you just don't feel like talking at the end of the day. You really have to work to maintain team unity, to stay cohesive, and to stay focused on your goal. This is not an individual process, one that you do by yourself; it takes team effort.

As I said before, the North Pole is ice and Antarctica is land. It's a huge island, as I like to refer to it; somehow that gives it some warmth. It's about twice the size of the United States, so it's a huge piece of real estate, and we will see the occasional mountain range. However, we will primarily leave mountains behind us and go into the interior where it is endless miles upon miles of white horizon with no real focal point for navigation or for general stimulus. Antarctica is rock with about a two-mile ice cap over about 98% of it; so it is a really unique place to travel. The interior will remain white for the entire duration of our trip. We will barely see some rock. Unfortunately, we won't see much wildlife; when we do, it will be at the beginning and the end of the trip when we are in the coastal regions.

The primary focus of our expedition will be in the interior and that will probably be the most stressed time for us in terms of our group dynamics. At least, this is what we are planning for. We plan to traverse the continent. We're going to start from the Weddell sea, the Filchner Ice Shelf, and we are going to head toward the South Pole. This portion is uphill. All the winds at the South Pole pull away from the pole and go towards all the oceans, so the winds will be in our faces for the first two months of our trip. This is where our pace will be extremely slow. The map you see [slide] is now incorrect. This is one of the reasons you plan for three years, things change. We will have two depots before reaching the South Pole and our final depot, the South Pole, will be our halfway mark.

We will at one point reach an elevation of 10,000 feet and then we can quicken our pace as we go downhill to the other end of the trip, near the Ross Ice Shelf. McMurdo Base, the American base, will be our ending spot.

This is about a 1400-mile traverse. We're guessing it will take about four months. Wil Steger, whom I watched very carefully as he traversed the continent, did it from the peninsula across, which took him about seven months. I had lots of time to watch him and see what mistakes he made so that we would not repeat them. The biggest difference between what Wil did and what we will do is have our depots dropped to us as we are on the ice. We're not going to cache them ahead to time because Will had tremendous difficulty locating so many of their depots. Obviously, they had many more than we will. We cannot afford to lose one. Each team members will be carrying a two-hundred-pound sled and we calculate very carefully what's going on that sled. Losing a depot, or not being able to find one, would be devastating to the success of our journey.

This is our group [slide] together. I'm going to introduce these folks individually in what I call their hero shots but first here is a shot of all of us together. These women range in age from 33 to 44.

One of the things that we have discovered in the last couple of years is the difficulty in planning this expedition from a variety of places in the United States. I wanted to have an American women's team; it seemed ridiculous for me to go outside this country to find good women for this expedition. Wil Steger had already done the international theme in bringing people from many, many countries together to cross Antarctica, so I just stayed a little bit closer to home. But we all don't live in the same state.

Sue Giller is from Boulder, Colorado; Ann Dalvera is from Ft. Collins, Colorado; Lucy Smith is from Lander, Wyoming; Kelly Rhodes is from Pocatello, Idaho; and I'm from Minnesota. It is very, very difficult for the five of us to plan this trip together during this three-year planning period. It's difficult to stay focused, to try to make some semblance of a living as we get ready, and to get together to meet about logistics or do the physical training, which we all look forward to. Even though five is a really small number, it had been one our biggest challenges to find appropriate places to meet and get as much done as possible while incurring the least amount of costs.

This [slide] is Sue Giller, our oldest member, who is a computer programmer in Boulder. She used to be an outdoor leader for Outward Bound and a variety of other organizations. She is primarily a mountaineer and is very excited to stay at lower elevations where she will have a much better appetite. She's looking forward to four months of being hungry. She's very lean. We're trying to fatten her up. She is really skilled at high altitude with heavy loads and has a lot of experience to draw upon. She has a burning desire to see each day of our 120 days. Sue is also incredibly meticulous, which can be irritating at times, but it's a marvelous trait to have when you don't want to leave a stone unturned in getting ready for being out on the ice.

I'm preaching to the choir here, but as you all know, in this sort of situation you do not want to think you have much margin for error. I believe that we need to be about 98% ready for this expedition and I feel that if we have that percentage of success behind us, I will give the other two percent to Mother Nature, a force that we cannot control.

Lucy Smith [slide] is 39 and from Lander, Wyoming. She's the National Outdoor Leadership School's most senior instructor. I would say that she's probably our most experienced individual primarily because she's been all over the globe in a variety of settings with a variety of people. I think that she will be a tremendous asset to us as she draws upon those very differing experiences for this one experience. She's also our six-footer; we're very proud of her. She shakes it up a little bit. Lucy is one of those people who make it look easy.

This [slide] is Kelly Rhodes, from Pocatello. She works for the Colorado Outward Bound School and is a ski patroller. She does some guiding on the side with her husband. Kelly is our youngest member at 33. She is an avid mountaineer. Both Kelly and Sue are veterans of Everest and many other high-altitude climbs, so they're great, what I call sloggers.

There's a common theme amongst the members of this expedition. Most of them make their livings or have made their livings as outdoor leaders. They have been in situations where they have had to lead and situations where they have had to follow. All the members are vocal yet very introverted, so it's a really interesting mix of women.

Ann Dalvera [slide] is 37, from Ft. Collins, Colorado. In the summertime she works for NOLS (National Outdoor Leadership School) and in the winter she's a ski instructor. She loves to be on skis which is pretty important when you're going to be hanging out on them for four months. We do hope to enjoy it somewhat. Ann just joined us about six months ago, to round out our total of five.

The reasons we settled upon five members are, first, we fill a Twin Otter nicely with all our gear, which keeps costs down, and two, when you have to vote on something, you don't have to worry about a tie. Five people provide enough input to keep things stirred up.

As I said, each person will be pulling a two-hundred-pound sled. We're going to be harnessed into the sleds and we'll be on skis almost the entire time, occasionally using crampons on ice fields. We will be single file, all throughout the day. Our days will range from eight to ten hours on our feet, trying to make as many miles as possible.

This is an activity--and I know most of you in this room can relate--that really excites us. This is what the five of us have in common: that we have a tremendous desire to cross the continent of Antarctica. This excitement is what we are going to draw upon when things do get difficult, and we are having thoughts of home, of a different menu, of wanting to talk to somebody new. We are going to need to tap into our burning desire to want to be in that location, under those conditions, doing that kind of work.

The one element that I have found that has set me apart from the other expedition members is that this time I'm the overseer of the bigger picture, and that goes far beyond crossing 700 miles of ice, and navigation, and making sure that all of our equipment is there, and that we're eating the right kinds of food. I didn't understand this element fully, in 1985 and 1986, watching Wil and Paul.

We have decided to do many different things on this expedition. The other members' objective is to go across Antarctica. I have some other objectives in mind that I will touch on later; this has at times made it very lonely for me.

I feel that I have been progressing in my outdoor endeavors in a nice fashion--but without my North Pole experience, I would never have taken on leading a group of women across Antarctica. It was a major stepping stone in my progress and one I thought about for a long, long time. I really searched my soul to make sure that I wasn't taking too big a step. I think it's important that we continue to grow but there's always that fine line of knowing that you're stretching yourself but still staying within the realm where you're not going to get into huge trouble. So, we'll see. I'll let you know in a year!

We don't do anything alone. One of the things that I have been most impressed with in doing these larger expeditions is the number of people who come on board to help us out. We have about 50 people volunteering for us in the Twin Cities area. Volunteers are popping up in pockets around the country and they are our driving force. My family and my friends have all rallied in one way or another. I'm sure you have experienced this in your endeavors; they help support you in what you're actively trying to do.

We, the five of us that are going on the trip, are--every pun intended--just the tip of the iceberg. Underneath is a swarm of people who are instrumental in getting us on the ice. This is not unique to this trip in 1992. This was very much the case for our trip in '86 to the North Pole and it's been true of all my personal trips.

It's a very exciting environment to be in. There's an energy feedback when you're working with so many different kinds of people and you find that they're ignited about what you're doing all for very, very different reasons; very few of them having to do with the essentials of what you're doing, in this case temperatures and snow and skiing. Those things have to been the common thread for us in terms of our enthusiasm level with people.

This is our preparation time. These last two years and the year ahead of us will be very instrumental. One of the more concrete things we do is find gear that's going to work for us and our particular needs. As is going on in this picture [slide], Lucy is trying on an outfit that we tried for about a week and then decided not to use these drawers. They were a little bit too much of a drawer for us. While we are going to be experiencing pretty low temperatures, anywhere from zero to 50 below zero, with fairly high wind chills, when you're pulling a two-hundred-pound sled, you don't really need to wear a whole lot; so we ended up not using these.

This [slide] is a new kind of system; you don't layer and it's okay to perspire in. But it doesn't feel good and doesn't smell good either.

So we will continue to play with our gear and adjust it and by the time we jump off, we hope we will be totally ready. If you don't have the right gear, something like this can be not a whole lot of fun.

We're not taking cold clutches with us on this expedition [slide]. They about ruining Sue's feet. This is after a month-long trip; Sue's doing a sponsor ad for Moleskin.

Of course we spend a lot of time working on our skills, skills that we've been working on for years. Again, I know that you can appreciate this.

We do not have a doctor on board but I think that cumulatively we're pretty darn close. This [slide] is Lucy giving first aid to a course member. We teach each other to make sure that we are all filling in the gaps. We share new ideas, very much like being at this conference. We exchange new ideas, hash over old stuff, and try to come up with a system for the five of us that will work well, a blueprint that we're all working with. We join our five sets of experiences together, whether it be first aid or navigation, whatever the chore is. We go to various places in Northern Canada to practice our skills. Our dress rehearsal will be in Greenland.

We have assigned particular areas for each team member to be responsible for but that does not mean that the rest of the members can slide. Everybody has to know navigation, for instance. As happened in 1986, two team members were injured and had to be flown out. If they had been the only individuals holding their particular job skills we would have been in trouble, we probably still would have been wandering around out there. So, we will share all of our skills and each individual is responsible for seeing to it that everything is covered in that particular area, but every other team member must know those skills also.

Practicing our basic camping skills is a lot of fun, times that I find are the most relaxing. We're out playing, making snow walls and igloos and testing our equipment, putting it to the limit. To make sure we're on the right track, when we got back from these trips, we reassess, talk about our weaknesses in terms of gear, of food, and of group dynamics. Of course, the latter are the spicier moments.

Generally, our disputes are not over the best way to make an igloo. They're generally about how well you worked together in a tent for an eight-day period before you rotated to the next individual. These are the more interesting times. These times are also a lot of fun. This is something that we did not do on the North Pole trip, and I have learned from that mistake; I learned a lot from Wil on this point.

This picture [slide] shows us trying out different foods to make sure we get our 5,000 to 7,000 calories per person per day and also to make sure we like the food. Morale, as you know, is very tied up in what you are eating for those three meals a day for four months. You want to make sure that you are enjoying, somewhat, what you are consuming; that the food has the calories that you need to stay alive and functioning in that environment for four months; and that the food is not too heavy or too bulky.

It's been interesting to try to please five distinct palates plus get the foods that work in that environment. We did not do that in '86. We ate the exact same thing every morning and every evening and it was very, very trying. It had a direct relationship on not only the evening conversation but on the general group dynamics.

We started each day with as much oatmeal as we could stomach with, of course, lots of butter. That was a very difficult task for me, probably one of the more difficult tasks on the '86 trip. We had no formal lunch. During the day we chewed what was called an energy bar. It was primarily a butter bar that we had created, with little chunks of fruit in it to see if you could break your teeth. Then, in the evening, of course we were very excited about dinner.

I think Wil did this as a leadership ploy because if you don't get lunch, you're very excited about dinner. We were initially excited as we were entering the tents in the evening but our enthusiasm plummeted, of course, because we had the same thing every night. We had a meat called pemmican. It is about 70% animal fat or lard and about 30% dried beef. It was pretty repulsive stuff and when it melted, if we added a little hot water to it, it would change into a sort of gray baby food. We mixed in some cheese and some butter and poured that over egg noodles, all in one pot. It was okay for the beginning part of the trip, when it was 75 below zero, but as it started to warm up during the second half of the trip, that stuff was really difficult to keep down.

We're trying to figure out which part of the trip will demand the highest calorie intake and also to figure out if we need to decrease our calorie intake during the middle--the warmest--part of the trip and then pick it up later on. The one thing we don't want to do over a four-month period is burn muscle. We want to keep the fat content.

It's been a lot of fun over the last couple of years playing with the diet. We're not a 100% set on it yet. We have two nutritionists working with us and a variety of universities hopping on board. Everybody is curious about our cholesterol.

The main thing for us in terms of training is finding situations with conditions similar to what we will encounter. We're gearing up for our dress rehearsal. We've taken things in small chunks, broken goals into smaller steps, and moved on after reaching them. The larger goal of crossing Antarctica looms out there, but we concentrate on the smaller pieces and step our way through.

Our dress rehearsal in Greenland will last several months and at that point we should have everything in line. There should be very few items of equipment and clothing that are not functioning the way we want them to. Our diet will be set. When we are done, we'll fine-tune, psyche up, and head to Antarctica. We'll be treating Greenland as is it were Antarctica.

This is when we'll catch up on the sleep that we've been missing during the preparation time. We'll be doing what we do best, pulling sleds and skiing. We will also work really hard on our group dynamics. This is not a gist just because we are women. It is not a given in this environment, certainly, and we are five very distinct individuals who are very, very different from one another. We do want to continue shooting for going to Antarctica as friends and coming across the continent as friends. Having tried this in 1986, I know this is an enormous task, one that makes it not only nicer at the end, but one onto which, I think, our success is tied.

I mentioned earlier that as the leader I feel responsible for the bigger picture and have bigger goals than actually reaching the South Pole. Both of these things--things that make this trip a little different from so many others, or at least I hope that they do--involve trying to share the experience with a variety of people. One of the ways we are doing this is to allow research to be conducted on us. This research, this poking and prodding, began two years ago and will continue throughout this next year. We will conduct fairly simple experiments on ourselves, draw samples and the like, as we go across the continent and then the labs will again pick up the research when we return.

The University of Idaho is just one of the many organizations that have come on board including hospitals, some health institutes for women, and other universities. There is a real clamor right now for research on women because there has not been much done on women for women. We've had to actually turn organizations down because we are unable to take on so many different kinds of things. It is really important that we don't say "yes" to everybody and then get to Antarctic and find we just can't conduct all the research everybody wants us to do.

For instance, an organization in Minnesota got very, very excited that we were going to be there for four months, isolated, just the same crew of women, and wanted us to spit into a beaker each day, every couple of hours. I calculated how many beakers we would need and realized there isn't going to be room on my sled for all those little Petri jars or whatever. We've had to get a wilderness doctor on board with us to act as a go-between and put the researchers' language into laymen's terms and vice versa so that we can settle on something we can actually do when we get there.

It would really be a mistake for us to say yes to so many organizations and not do good research. We did some of this in '86 and it is very difficult at the end of an eight-, ten-, or fourteen-hour day to prick your finger and draw blood or even to take a ten-question psychological test.

In Antarctica we will be doing both physiological and psychological testing. Of course everyone wants to know about our sanity level and how well we cope with stress. Usually the findings aren't that surprising. The cholesterol tests never end; when you consume those amounts of calories every day, everyone's very curious as to what your arteries look like at the end. We're becoming less curious, as we find that with hard work and cold weather five to seven thousand calories goes right off, and it's just about the right amount.

Another of the ways we're sharing the trip--one of the things that excites me the most--is with children. I am a teacher. I left my teaching job in '85 to join Wil and the others to go to the North Pole because I knew it was a chance of a lifetime. I have not been back in the classroom since, in a formal setting. However, I have been all over the country speaking with kids anywhere from the kindergarten level up to the college level, and it's really a passion of mine.

I realized in 1986 that I could share this trip with a lot of kids; I learned this when we got back from the North Pole and found that many people were following our progress. We didn't know this until after we had returned. The teachers took it further: the kids knew all about Iditerod and they knew Eskimo songs; they knew the region we were traveling in, more about it, I think, than I did. They knew why we were traveling in March, April, and May.

They knew why we were eating the kind of food that we were and the kind of clothes that we were wearing. They had built sleds, some to scale. They had eaten our type of food along with us as they followed us along.

It was a very overwhelming experience, to find that I could actually be a teacher outside the classroom, that I could take these kids with me on some of these trips--trips that were changing my life and making a profound impact on me. I should share this with so many others.

So, the challenge that we have set forth to ourselves in this expedition, with the help of several universities, is to share the experience with a variety of kids across the nation at a variety of levels. The universities are helping us develop curricula that will not only enable us to share the adventure at the time it is taking place, but to jump off from there and use the adventure as a vehicle to talk about the environment and how the environment in the Antarctic relates to the one here in Crested Butte, or wherever these kids are living and how they can have an impact on the world. These kids are our ambassadors and they are very passionate about their message when they understand it. They're the ones who are going to be changing behaviors and taking us and other generations into the future.

We realize that this adventure could be a vehicle to talk about so many different such as the political climate of Antarctica or women's issues, not just women exploring the Antarctic but in the areas of business, art, and so forth.

So, the research and the education are the two challenges I feel are the bigger picture that I am having to watch over, each and every day, to make sure that we stay on our mission and not treat this just as a private trip. Once you join in a venture with others to share your experiences, you have a tremendous responsibility to carry out that obligation. We are very excited to have this opportunity.

When these things are all lined up, we will hop on a Twin Otter like this one [slide] and head to Antarctica. We find that the logistics change daily. The political climate in Argentina and Chile is a little bit unstable. We never know for sure on any given day where we will be starting from. The last two years we had been planning on starting from Argentina, jumping off to the Filchner. Now, however, it appears we will jump off from Chile and head home through New Zealand.

One of the parts of the trip for all five of us, because this is one area in which we share a lot of the responsibilities, is logistics. While the North Pole is not exactly in our back yard, Antarctica is a long way from home and it's very difficult to get to. Probably the scariest thing we will do is land in this little plane on the ice.

I think these guys [slide of crevasse] get overrated. I am asked all the time by people about the crevasses. We will experience some crevasses, most of which we will know about when they're this size so you can see them and get ready for them.

We will rope up, obviously, during these times. This is where a lot of our training will center this year. We'll be in Colorado a lot playing in some crevasses, working on our gear and our harnesses, trying to combine harnesses that will have three functions and still be safe. If we can't come up with one combination we will have to use three harnesses, but we're constantly trying to keep our weight down.

We are going to be traveling during the Antarctic summer, November, December, January, and February, which is nice for us psychologically because it will be winter here, so when we're chilly there, you'll be chilly here, and we like that.

From a leadership standpoint, 50 below zero is a good condition under which to call a meeting. Everybody is jumping around in a circle and they come to consensus very, very quickly.

These kinds of trips always have a window. In going to the North Pole, there's about a two-month window in which to reach the pole; before March it's entirely dark up there and very, very cold so you don't really want to go then. We left for the North Pole in early March and we were under tremendous pressure from Mother Nature to make as many miles as possible because sometime in May the ocean starts to melt and as our sleds were not particularly light we were not really keen on seeing that part of the Arctic summer.

The window in the Antarctic is its summer. We're going to position ourselves to be in South America in October so that when Arctic summer does come we'll be right there to use it from day one.

One the other hand, you want to be off Antarctica sometime by the end of February, unless you're planing on staying for the year. Conditions change dramatically then; the winds tend to pick up and it's very difficult to get off the continent by boat or plane. We do want to see Antarctica but no one wants to stay for the year.

We feel very strongly that we want to document all aspects of the journey. Again, that is a way to share the expedition--a historic expedition--with others. Beyond that, I think that it is important that we as women share our stories. As I have traveled around and talked about this trip, I find that both men and women who have never done a lot of outdoor things are surprised that we're an all-women's group. I think that if we share what we do as women, it will cease to be such a surprise.

As I began the task of trying to get together a team of five from the United States, I was overwhelmed by the response that I got; there are qualified women all over the globe. Yet I found myself feeling lonely. I think that if women write about what we are doing, whether it's in the outdoor field or in other fields, if we talk about what we're doing, if we film what we're doing, the children who come behind us will know what opportunities are there for them no matter what gender they are, and the element of surprise will disappear bit by bit.

I think we have a responsibility as leaders in our field to share our stories, both our successes and our failures, for others to understand. That is certainly one of the main tools we use to get ready for this trip: we have read others' accounts of where we are going, and I know you all do that as well.

We knew that Antarctica was loaded with wind and it seemed just a shame not to use that wind to our benefit. The second half of the trip, as we go downhill towards McMurdo, the winds sometimes will be at our backs. We decided that we would harness the wind when it is directly behind us, in the direction that we want to go, by using the up-ski wind canopy. That's been a lot of fun.

The up-ski canopy was invented by a guy here in Colorado. It's a marvelous piece of equipment. It's non-pollutant. It's beautiful, it's big, it's pretty lightweight, and it's very, very quiet. We have been playing with these for a year now just to make sure that it was the piece of equipment we would take with us to use during the second half of the trip. We won't be able to use it as much as we would like to.

They really are a lot of fun. It's kind of like water skiing. You're being pulled but you can control the speed by merely pulling a cord. You open and close the four windows as you see in this picture [slide]. Unlike parasailing, which some people have tried in Antarctica, this device allows you to control your speed. That's important, because if you weigh 120 pounds, you want to make sure that when the 60-mile-per-hour breezes come up, you're able to stop. So the four windows allow you to go safely. It feels a lot like sailing in some ways but it's difficult to tack with these and you don't want to go too fast because your knees are your shock absorbers. These chutes are a tremendous amount of fun and I think that they will be a great relief to us in the latter part of the trip and of course help make up those valuable miles that we will be struggling for in the early portions of the trip.

Primarily, however, this [slide] is what our days will look like, the good old hard work that I think we're all pretty used to on these kinds of trips. And fortunately for us we enjoy doing this kind of thing. It's very different from the North Pole experience in that we are going to be in single file, each of us hooked up to a sled all by ourself. We won't have the companionship if the dogs; on the North Pole trip we constantly chatted with the dogs, kept them going, just let them know we were there. If you're dog sledding by yourself, in single file, you never feel like you're really by yourself.

As we've trained for this trip we've found that you feel very much alone oftentimes, although we are in constant sight of each other. We have discovered that this trip will be in this sense very much of a mental ordeal. For four months, we'll have to keep ourselves going and forcing ourselves, to come out of our shells to check in with the other team members often, whether it be to check for physical well-being such as frostbite or for general emotional well-being. This is where we've had to stretch and grow because this doesn't come naturally to us and we must do this as a team.

On a month-long training exercise, we found ourselves passing leadership among ourselves, but having very little other conversation and, therefore, failing miserably at meeting some of our own objectives. It was a devastating experience and the thought of doing that for four months was horrendous. Our theory is that we could do it, and achieve the physical objective of crossing the continent, but we don't want to test that theory.

Another obstacle we have to keep in mind in our effort to maintain conversational contact is that we will, I'm told, have to wear face masks about 98% of the time because of the constant breeze, so that will prohibit speaking. Then, at the end of the day, the tendency will be to just eat dinner and to go to bed.

[slide of beautiful Antarctic landscape] I think one of the reasons that we are all yearning to go to Antarctica is the beauty that we have seen in through photographs and other people's stories. We want to experience that beauty firsthand.

The Arctic is a region that has drawn me over the years and continues to draw me and Antarctica, from all the pictures and all the stories that I have heard and read, is also an environment that looks and sound exhilarating. This will be a factor in motivating us. The times we will see scenes like this around the bend are going to be times we feel we can stretch that 10-hour day into a 14-hour day, and suddenly we'll be pulling our camera and taking photographs rather than concentrating on how sore our feet are or how unfamiliar it must feel to sit in a chair.

And that's the Antarctic trip. I'd be happy to answer questions now.

QUESTION AND ANSWER PERIOD

MR. FRENCH: If for any reason one of the team members has to leave, do you have a contingency set up for that?

MS. BANCROFT: They can't leave.

(Applause.)

MR. FRENCH: They can't leave?

MS. BANCROFT: No, actually we do have back-up plans. Because of the political climate in the countries involved, you have to be your own support system. This is something we would do anyway. The bases in Antarctica are quite busy in the summer; there's an American base at the South Pole, Amundsen Scott Base. We are going to see people around Christmas time. It will probably be a week; we moan and groan about it now but it will probably be great at the time. But we cannot rely on these people to help us get an individual out if she's injured or if she's had enough, which is a possibility.

Now, we'll stay on the Filchner Ice Shelf for the duration of our trip. One of the things we have done is lease a plane for a four-month period. That plane will fly us there and will re-supply us on those three occasions and also will stay on the ice for that entire four-month period. The flight service is requiring us to switch the pilots halfway through the four-month period, so we'll have two pilots for the first two months and then two for the second half of the trip, two new pilots. It's extremely costly but it is our way of getting ourselves out if necessary. So that contingency plan is set up so that we are not relying on the individuals that are already down there.

Expeditions in the past have relied on planes; Denali is a case in point, I think. In the back of your mind, you know it's there, so you think that if you make an error, you may get a little slack in that area.

We want to be able to get ourselves out if we have to. It doesn't look like it's going to happen, that somebody will want to leave two months into it because she's had enough, or the rest of us weren't folks she wants to travel with. If we have done our homework right, those kinds of things shouldn't happen, but we have planned for it.

UNIDENTIFIED SPEAKER: What kind of health problems did the dogs experience? Did you lose any dogs, and what brands of dog food did they eat?

MS. BANCROFT: A dog enthusiast! We used a variety of dogs. We used dogs that had Iditerod stock. We had three dogs in the beginning of the trip from near Aspen who proved to be a bit too small for our purposes. We had dogs from all over the place vying for a spot on the team.

We never knew how many dogs were in our kennel. There were anywhere from seventy-five to 100 dogs working to go on the trip, which we whittled down to fifty. We settled on a variety of dogs, sort of mixed, most of them Alaskan, what we call an Alaskan husky dog. Some of them have some wolf in them; some of them we bred ourselves. Late in the last year of our training we added two Canadian Eskimo husky teams. This is a breed of dog we generally don't find down here in the United States or even in the lower parts of Canada. They like it where it's really cold most of the year, an above-the-tree-line kind of dog. They were our linebacker dogs, they weighed in anywhere from 85 to 125 pounds. Most of them were at the back of the line. They are amazing animals. They were a lot of fun to have along because they had a very different personality than the dogs that we had raised, and they didn't speak English, either, so that was interesting. They spoke Inuktituk, which we were not too good at.

Our dogs ate Science Diet, the high-stress variety. The Canadian huskies didn't know what that was, and it sat on the ground, and it sat on the ground, and it sat on the ground. They were only familiar with seal and walrus so that's what we had to find for them.

We really had a problem with that first team that came down to Minnesota. It wasn't until we got up into Canada, where we were able to really feed them the seal and walrus, that we realized the problem. Then we took dried seal and walrus with us. They didn't particularly like it but they ate it. By the end of the trip they also ate Science Diet--and your mittens, their harnesses, the rifle. They would eat anything towards the end of the trip. They get kind of hungry, like us.

UNIDENTIFIED SPEAKER: What kind of health problems [did the dogs have]?

MS. BANCROFT: Health problems. They get the same kinds of things that we get. If you take your animal to the vet, you know you've got to watch out for that kitty leukemia. So we vaccinated our dogs for the various areas that we would be traveling in, and of course they all had to have papers, which was always interesting, when you got the dogs from a far northern town. The main things that we experienced on the trail was the general wear and tear. You really have to watch your dog all day long, every day. You pay great attention not only to their physical well-being, but to their mental well-being. They will burn out just as we will. They will get sick of the work just as we do and they need encouragement, and you have to monitor that as you would with your human team members. You make sure that they're still enjoying themselves because the work is tremendously hard for the dogs on these trips.

The sleds were 1,400 pounds when we started and some of the pressure ridges we had to climb were enormous. To give you an indication of just how difficult it was in the beginning, we only made a mile the first day out, after eight hours of pushing our sleds. The dogs are doing the majority of the work and that's a great deal of wear and tear psychologically and physically, so you're always looking at their pads, making sure their harnesses aren't rubbing their fur, changing harnesses, et cetera. We changed styles of harnesses so that they wouldn't have any abrasion on their shoulders where the bulk of the weight was.

We did lose one dog--to answer that question; it's the worst question to answer--it was a dog that died two days before we completed the expedition. One man left on Day 40 with frozen feet, and this was his lead dog. It really dramatizes the bond between dogs and people. When Bob left on Day 40 with frozen feet, we underestimated that bond, and Critter got more and more depressed that his best friend was gone, and dogs, unlike people, don't rationalize. You can't tell him that we're only four days from the Pole, that fat city is right around the corner, that he'll see Bob in a little while. Critter rode the sled for about four days then went into a coma and died two days before the trip ended, with plenty of meat on his bones, no injuries. It was a heartbreaking experience to lose that companion so close to the end of the trip.

So, it will be in some ways a great relief not have the responsibility of the dogs on our upcoming trip. The public watches you very, very closely when you travel with dogs. They care as much about the dogs as you do. If you have an injured dog coming off the trail, or a dog that dies, it's very difficult for you to face the folks back home, some of whom do not understand about dog sledding.

MR. WIGSTROM: Did you bring the dog out or did you leave it?

MS. BANCROFT: We did leave him. We brought his harness out for Bob but we were not in any position to carry more weight, and more important, it seemed fitting. When you do these kinds of trips, you sit together as a group and talk about all sorts of very hard things. It takes about three years to come to some resolution about some of the topics you broach and one of those topics is, what do we do in the event of a death. What would you like to have us do in the event of your death? What would your family wish, etc? We had to do this in 1986, right before we left for the North Pole. The leaders picked the time, the day before we left; they had us sign a contract. It turned out that the majority of the eight wanted to be dunked int he sea. Some of the women are against saying, "Put me in a crevasse," but this is what I love doing.

The women on my team have gone a few steps further in chatting about what we would like. We're talking to families more about that question, because they're the ones you leave behind, but we're a long way from home and you have to deal with those questions. If you're going to bring an individual who dies all the way back to Minnesota or Idaho or Colorado, it incurs a tremendous cost and that has to be planned long before. It's a very sticky thing to chat about with people, particularly family.

MS. COON: Did you know these women before or if not, where did you find the women and how did you choose them?

MS. BANCROFT: I did not know the women beforehand. I had met Sue Giller before. She had led my mother on an expedition in the Wind Rivers so I knew of Sue and her reputation a little bit.

What I did to start gathering individuals to go with me was to put the word out amongst my friends, and in the outdoor community, the word spreads like wildfire. You don't have to advertise for it. I'm still having people asking to come. Word spread all the way to Europe. I was not ready for the large response. Not all individuals asking to go were qualified, but a majority of them were. We did not know each other. We know each other pretty well now. We've got a way to go.

What was the other half of your question?

MS. COON: How did you choose, besides physical qualifications?

MS. BANCROFT: Good questions, something I wanted to touch on because I feel that I learned a lot from Wil in this area. I'm in the middle of this right now, so you get to watch, and say, "She was full of it!" I watched Wil put together his team and this affected me greatly. Wil did not settle solely on experience. He went beyond that and looked at the group dynamics. I don't know if he would have been able to articulate exactly all the things we was considering as he was selecting the group. I did not know how to dog sled before I joined the team. It was one of the reasons that I did not pursue a position on that team because I was at that point hung up on the idea that you have to have x amount of skills to do this kind of thing, regardless of your desire and personality. Wil taught me a great lesson, with all of us mixing our different skills together and our different personalities. He once said to me, as I was hopping on the dog sled, for the very first time--I think, about to get thrown off of it--that skills can be learned but groups dynamics, and putting a group together are difficult to learn. You will learn some elements of how to get along and you will grow as an individual and as a group, but there's no turning back at that point.

On the '86 trip there were four of us who did not know how to dog sled beforehand, four others who did not know how to ski well, and Wil was extracting and blending these different skills. But what he was really doing was putting together a group of eight distinct personalities that could work well together, and--very, very important--work under his leadership.

So that's what I did with this group. When I was chatting with these individuals, the end result came down to a gut feeling and something that is difficult to articulate.

MS. HUGHES: So for the North Pole expedition, were you initially asked to go? You didn't ask if you could go? Did he invite you? It seems odd that he would ask one woman.

MS. BANCROFT: It was odd that he asked just one woman, but he's an odd guy. It was meant to be an all-male expedition of six people. During their three-year training--which I wasn't part of because I hadn't been selected yet--they gathered more news of the ice conditions and decided to increase the team to five sleds with five teams of dogs and eight individuals. That made two openings on the team when they were out dog sledding in the middle of Alaska and they bumped into Pam Flowers.

I don't know if you know Pam. There she was, dog sledding all by herself, with a cast from her shoulder to her fingertips, singing along, when she bumped into the crew training. Pam has been in Alaska in the outdoor community for a long time. She's tried for the North Pole several times. She doesn't look like she should be there any more than the man in the moon--she's about five feet tall, 98 pounds, hair down to her middle, from Texas--and there she was, hundred of miles from anybody. Paul Schurke said, "You know, it's high time we include women on trips."

It was late in the game, and the seventh member--a man--had been chosen. They were nervous about having seven men and one women and they were scared about what the press might do with this. They were afraid of the message it would send if the one woman got injured. What would people make of that, regardless of the true circumstances? At this point, I bumped into Wil. I was very fortunate to be in the right spot at the right time. I did not seek a position on that team. I was a teacher, feeding my outdoor habit by working in an outdoor store, where he came in looking for gear. I met him, we exchanged stories and we knew people in common. He chatted with those people and then approached me. My interview process consisted of a three-day stint in the woods.

I think he had a pretty good idea of his decision before we started, but I didn't know that. I thought it was a good experience to try for the team. I was shocked to be picked because I'm aware that there are hundreds of women in this country alone who have many more outdoor skills than I. It was a great opportunity for me.

MS. PUT: Why did you decide to lead the group by yourself rather than share it with someone else?

MS. BANCROFT: I had a valuable experience in '86 with the two men leading the team. Originally, I was sharing the responsibility with one other person who is no longer with us; she went on to other things. It was a group decision to stay with the one leader and make decisions as a group with the leader making the ultimate decision sometimes and also having some other responsibilities. That has since changed. We are no longer as democratic as we once were. We are learning as we go.

I don't have a blueprint on this. That's why I need this conference.

It's hard to get group consensus when Lucy is running trip in Alaska for NOLS and Sue's in Boston with her computer firm. That's the main reason we changed our way of making decisions, and it's actually relieved me of responsibilities instead of adding more.

We try to do a lot of group things but it's difficult to have two leaders among five individuals. If we continue work as we are, we will make the majority of our decisions out on the trail as we have been doing, as a group, drawing upon the skills we put together.

MR. WOODWARD: What kind of documentation will you have, something similar to what Wil did when he went across?

MS. BANCROFT: We're hoping to video our experience. We'll also take still photos and we'll be taping on cassettes those tight tent team meetings when the wind is whipping, and you're disagreeing. Also we'll be doing individual and group journals. We're hoping to do something with all that when we return. National Geographic is possibly going to help us with the moving footage and stills. The magazine may be a vehicle for us to get our story out.

MR. McKEE: Are you going to have 3 and 2, or 2, 2, and 1 in the tents?

MS. BANCROFT: It's chilly with one, though after a month we may do that once in awhile. We're having two tents and most of the time it will be three and two on an eight-day rotation; some will depend on the location of the main food supply. On our last month-long training, there were only four of us because Kelly was injured, and we discovered that going for long periods of time seeing only the one other person, for anything more than conversation in passing, magnified the communication problem. The two tents seem very isolated from each other. We tried facing the tents nose to nose but that doesn't work well in high winds and it takes too much energy to build a snow wall around the two tents so you can face them that way. We will keep trying that approach, though, so that our group can communicate in the evenings, because communication really deteriorates during the day.

MR. COLE: You mentioned that traveling in single file will be a challenge and you almost made it sound oppressive and I wonder why that would be the case?

MS. BANCROFT: Because one individual will be breaking trail rather than all five breaking trail.

MR. COLE: I understand that. But why would it be so oppressive to travel in single file?

MS. BANCROFT: It's not always oppressive. Sometimes it's a delight, unless the person in front of you has had too many raisins. What's difficult about it is the time period, four months. When you do it continually for that long a time, the aloneness and lack of communication become more noticeable.

Now, the five of us like for the most part being alone. But it's very difficult to stay caring about each other when you can't talk, when all you're seeing is the rear end of somebody quite a distance away. You're having to work for the folks behind you to make sure that they're ok, and under adverse conditions, that can go against you. Try to put yourself in this frame of mind: you're in single file in a wide expanse that goes as far as the eye can see and you can't see anything but endless white horizon. This can be a mental downer at times.

Over the seven-month period of Steger's 1990 expedition they had a hard time not only because of the wind and cold and exhaustion and endless expanse, but also because of the language barrier. I hope it's not as bad as that, but we have to plan on the worst possible scenario. That way, we hope, we'll be pleasantly surprised.

MS. HUGHES: You're so used to navigating by reference point, how will you navigate when there's nothing around you?

MS. BANCROFT: It's really tough. You look at little bunches of ice to get a fix on. We're going to be using GPS (Global Positioning System) as our primary navigation system, so having done the North Pole trip by sextant and compass, this is a blessing.

It's wonderful. You just push a few buttons, and bang, it tells you where you are. It has worked in a variety of settings. It's the radio that hasn't worked very well in some settings and is not very reliable, but so far the GPS system has been flawless.

MR. WOODWARD: Are you going to leap-frog periodically during the day or is one person going to break the whole time?

MS. BANCROFT: We're going to break the day up. This is one of the ways that we hope to keep the right stimulus, by switching the lead person. Being lead can be very strenuous, especially when the visibility is poor.

MR. WOODWARD: Are you going to try to switch the lead on an hourly basis?

MS. BANCROFT: On bad days, yes. On good days, it will be every two hours. We also have to force ourselves not only to stay hydrated but also to keep calories coming in throughout the day, instead of relying on just lunch.

Every two hours, we will take a five-minute break. That's plenty of time. The weather tells you to get moving again, especially because we will be using the layering system with our clothing so most of the time we won't have on many layers or very thick layers. Patagonia is one of our sponsors and we will be using different layers of their clothing. So, when you stop, it's miserable. Even during those times we have the parka on, we won't have a lot of bulky layers underneath. In fact, in '86, we threw our heavy parkas out. The only time you really need them are at the end of the day and possibly at the beginning of the day when you're putting up or taking down camp. After three years of training, we're getting pretty efficient at that, so we can keep the amount of clothing to a minimum. We want to keep the overall weight of our gear down, too, but that means we can't lose any of it.

It's a good thing there's no sense of smell at 50 below because we're not going to be changing our clothes. Patagonia is only going to give us one set; they're being stingy.

UNIDENTIFIED SPEAKER: What do you do with that set of clothes at the end?

MS. BANCROFT: I still have my North Pole clothes. They've been in the museum and now I have them back. I think they cleaned them; I don't know. I have been hauling them around to schools. The drop seats get a lot of giggles. We had a lot of different kinds of clothes. The Canadian government was trying to promote the Inuit culture so we had clothes made of seal skin, caribou, and beaver. It's really fun to show those to kids and have them touch and smell the different skins that we wore. We also had synthetics and wool, so it was really a mishmash depending upon the individual.

Somebody asked me about hygiene. You can take a bath in a little cup of water and feel tremendously refreshed and clean. And I know you all know how to do that, but when you tell that to the average person on the street they think you're out of your mind. You sleep out for one night, they think you're nuts, and then you talk about bathing in a little cup of water, and going, you know...of course, the Number One question is how do you go to the bathroom?

I have been fortunate enough to speak with some of the astronauts and that's their Number One question, too. It's really very similar, although for the Arctic and Antarctic regions, it involves less technology but a lot more speed. I knew you wanted to know.

Thank you very, very much for having me.

(Applause.)

MS. CASH: I think we all, after tonight's presentation, share Ann's dreams and anxieties, questions, and concerns. I'm sure that a lot of you have gone through some of the same things. Ann is going to be around for a short time, and I'm sure she will be happy to share more experiences, and she will be glad to hear some of you experiences. I know we all wish her well and all of our thoughts go with you, Ann. Thanks again.

(Applause.)

PROFESSIONALISM, STANDARDS, AND THE WILDERNESS ARE THEY COMPATIBLE?

Keynote Presentation

By

Michael Covington
World-Class Alpinist and Mountain Guide

Editors' note: This is from a transcription of Mr. Covington's presentation.

About the speaker: At 43, Michael Covington is still active as a world-class alpinist and internationally regarded as North America's foremost mountain guide. He is president of Fantasy Ridge Alpinism located in Telluride, CO. In this presentation Michael discusses his personal involvement in the evolution of American rock climbing from the Big Wall era of the 1960s to the current era of Style and the world-class arena of Grand Alpinism internationally. His skills and philosophies as a climber and guide have led to the highest standards in the guiding profession. Much of the latter half of the presentation focuses on the expeditions that produced his reputation and his personal views with regard to the profession and the problems facing it.

My talk this evening is going to be a little bit on what I grew up with in climbing, the way I went into it, the way I went into the profession, how my own climbing career evolved, and that of my company, Fantasy Ridge, and some of the notoriety of what we have done as we go along.

While it is difficult to pinpoint the exact origin of mountaineering, it is safe to assume that the basic skills were discovered over 2,000 years ago at a time when civilizations began to reach out to one another, usually for the exchange of goods and ideas. For example, for the interior regions of Asia to acquire exotic spices and materials from the coastal ports and vice versa, trade routes were necessary. In Asia, this meant crossing the Himalaya and Karakoram Mountain Ranges. Anything involving these mountains is mountaineering. To look across the Baltoro Glacier of the Karakoram and to envision the caravan of elephants, people, and goods traveling across it, one cannot help but pause to commend the spirit of these early explorers, and while doing so, embrace the brief time frame in which manifest destiny has tamed the most inhospitable regions of the planet.

Modern mountaineering is generally considered to coincide with the first ascent of Mont Blanc in 1786. Even though it was done in the name of science, it wasn't long before the British and Europeans began to systematically climb the Alps' most challenging summits for sport.

As we progressed through the various eras of mountaineering, it is interesting to keep in mind the parallels between the development of civilization and that of mountaineering. Both have gone through several distinct periods, beginning with the era of exploration. For civilization, one clear example of the era of exploration is the establishment of trade routes, which led to more widespread acceptance of ideas. In climbing, this era of exploration might be perceived as the initial discovery of mountainous regions.

Next came the era of conquest. Much of civilization's recent history, up until and somewhat beyond discovering that the earth was round, was man against nature. Western civilization in particular seemed to have little regard for anything remotely resembling man with nature. In mountaineering, this era was manifested by ascent of a mountain by any means. Simply to conquer it, simply means it was there.

Eventually civilization matured somewhat into the current era of reason. In mountaineering, this has become known as the era of style. In this era, simply climbing a mountain is of little consequence because we know we can do that. What is of consequence is precisely the means by which it is climbed. In general, the less technology employed via the difficult way, the higher the standard.

It is important to keep in mind that while the Alps were experiencing the beginning of the era of style, the Himalaya and Karakoram were in an era of conquest.

In summary, what is significant is that regardless of the time period, different geographical regions evolved at different times similarly. The reason for this is because, with the exception of the era of exploration, all other mountaineering is a result of social affluence. In other words, it is a game with its most redeeming social virtue in its ability to exploit such basic human emotions as adventure and romance. In a not so different regard, civilization, for the most part, is completely involved in the current era, but still has its feet in the two previous eras.

Man is basically curious and will forever be involved with exploration of some sort. Man also seeks to conquer and reason. Hopefully the latter will prevail and save us from ourselves because it will have to if our insensitivity to the environment progresses much further.

Adventure sports and its dependence on wilderness is at similar crossroads. Professionals in the outdoor recreation industry have the potential to invade and saturate what is left of the earthly essence which is there to guide us into what we can be.

I am going to depart from the philosophizing for a little while and go through the way I grew up into climbing. I had an idea that I wanted to be a mountain climber when I was about eight years old. It wasn't until I was about 13 or 14 that the whole idea of it overwhelmed me, and I just decided to go out and start climbing. I grew up in Steamboat Springs, Colorado, where there is not a lot of obvious climbing in the area. My inspiration definitely came from growing up in a climbing area when I was much younger where we watched people climbing. When most people were playing cowboys and Indians, we were mountain climbing.

No one in Steamboat Springs really climbed, and at least those that did, had so much fear of it that they didn't really show me anything. Consequently, I was left to my own devices, which were pretty obscure. I remember seeing people up on the cliff, and I knew they had a rope, and I knew they pounded something into the rock, but I never saw what it was.

I got a rope-tow belt that I used to go up the rope tow to get to the top of the ski jumps. I got a dog-chain clamp out of the hardware store and a manila rope. I tied a knot and taped it to the other side of the rope and clipped it onto the rope-tow belt and started climbing up.

Most of the mountaineering world in the early 1960s was probably beginning into the era of style. I was in my own personal era of exploration, trying to figure out what went where. Those were some of the best days that I can recall in climbing because it was such an adventure, and we had no idea what we were doing.

I had an idea that the best time to climb would have to be in the winter because the slopes didn't lend themselves to climbing in the summer, except for little rock outcroppings.

I tended to do most of my climbing on the weekends up in the mountains. From the forest I gathered a stick which I pretended was an ice ax. I learned all about avalanches and all kinds of things like that. As a result of starting to climb without a lot of the technology that was available at that time, it was one of those things where the leader must not fall. That was an understatement in our situation. But it made me be very careful when climbing. I kept that with me even when I understood the technology.

Once I started realizing that I needed to somehow find a way to protect what I was doing, I went down to the railroad and I gathered up a sack of railroad spikes. They're the only things I could figure that would go into the rocks and possibly hold. I wasn't aware of carabiners, so I got a big hammer. I drove these spikes into places in the rock and bent them over the rope. They are pretty rattly. I never tried to find out if they worked.

At one point a friend of mine, Buddy Warner, a skier from Steamboat, heard that I was climbing like this and decided that this kid is going to have to have something before he kills somebody or himself. He gave me a bunch of pitons that he had brought from the 10th Mountain Division--he worked in the commissary there. He brought these pitons and gave them to skiers who passed them on to me.

I remember our first incident. Two of us from the Olympic Team at that time, John Elliot and Horace Warner and myself, decided to go over to Finger Rock to climb it. We had an actual rope at this point, and a good rope. We drove over there and started walking around the rock trying to figure out how to get started--it was overhanging on all the bottom sides and extremely rotten. Eventually, I managed to get up one of the overhanging sections. As I stood there, they threw the rope up to me and got the pitons and everything.

They were real pitons, they were not railroad spikes. I started climbing. I got up about 15 or 20 feet, and all of the holds ended. I thought, "Geez, this has got to be a place for one of these spikes."

I drove it into the rock as hard as I could, flipped a carabiner on it, and tied myself off to it. What I was going to try to do was lasso a flake sticking out of the rocks (I probably had seen that in the movies somewhere) about 10 feet above me.

I pulled up a bunch of slack and made a lasso, I made the lasso, and went to go back like this to throw the lasso. The piton pulled and down I went. I went right in front of John who was holding the rope.

He was in shock, and I was kind of in shock. After we had established that I was okay, I chuckled and said, "John, you know, my railroad spikes never came out like these things."

Well, we were pretty determined and we kept going. That is sort of the sense of adventure I had when I started climbing. And it stayed with me. It is a very valuable tool. I was very fortunate when I started climbing. I went over to the eastern side of the mountains where I was really lucky to meet some very well-known climbers.

There was a fellow named Layton Kor, who was probably at the top of his career in the early 60s and noted for his speed ascents and incredible and insatiable appetite for climbing unclimbed routes. Layton and I became good friends and climbing partners. He taught me a lot about technical climbing.

Eventually, I matured into the current era. One of the first big climbs that we did together was at Dinosaur National Park on the river side of the cliff there overhanging the river. It was actually a very comical series of events. He got very frustrated blowing up the raft to get across the river, and swat it with a paddle, and put a hole in it. We had to swim across the river. The tourists got a big kick out of that.

I had other climbing partners of equal ability at that time. There was Yvon Chouinard and Royal Robbins--just a number of people. Back in those days, there weren't really a lot of climbers around. Those that you can read about and hear about now are, pretty much, all that were around then.

In 1966, Layton was in the Alps doing the first direct ascent, winter ascent of the Eiger. He came back that fall and decided to take me and a couple of our friends, Wayne Goss and Larry Daike, down to the Black Canyon to show us all of these things he had learned climbing in the Alps.

We went down with the objective being the Painted Wall, which 20 years ago had not had an ascent. It was November 1st, very late. It was cold, it was so cold. We left at 3:00 in the morning, with just a little knapsack on our backs, to climb this 2,400 foot granite wall. We had one quart of water between the four of us.

I can't believe we did this. We hiked down and started climbing. We were on the left-hand skyline of that big wall coming down there, and we went up that wall--up to about right in there without using the ropes. We managed to get off about 9:00 that night after the moon came out. We waited for the moon to come over the edge and were able to finish the last 150 feet in the dark with the moonlight. I remember that evening, as we hiked back to the car, we were in a big hurry to get to Montrose before the last restaurant closed so we could have something to eat.

To give you an idea of where that climb was in relation to climbing in general, we did that climb in 1967. It was repeated 10 years later, not by a particularly noted climbing team. It required nine days and 10 bolts, which are devices driven into the wall.

As a result of climbing with Layton, I got really interested in competing mostly with myself to see how fast I could go. I enjoyed speed records because that was Layton's forte. He was incredibly fast, and through my association with him, I picked up, and liked speed climbing. I remember making a number of attempts to climb El Capitan in the '60s. I would usually come back down because I didn't think I was going fast enough.

In 1968, I started up with a partner who took a fall going onto a ledge about 600 feet off the ground. He burned his hands really badly. I left all of our gear on the ledge, and at that point, I had given up the speed record. I was going to have fun.

We had five days of stuff. The wall had been climbed in two and a half days. As it turned out, the fellow that set the speed record decided to come and join me and go back up and do it again. He said they had gone so fast that he would like to go back and enjoy some of it.

I had already hauled the gear over the worst of it, the lower-angle parts which is the hardest to drag bags on. Off we went to the place called Circle Ledge where I had left our sacks. We got there just having fun goofing off faster than he had with the fellow with whom he set the speed record. We were sitting on the ledge and he said, "You know, Mike, we could probably even do it faster." I thought, "Really?" He said, "Yeah, we have to leave some of the stuff. You can come back and get it." We thought, "I don't want to have to come up 600 feet and get the extra stuff. Let's just drag it along."

We set off the next morning and started climbing and arranging the pitches to suit each other's best abilities. My companion, Jim Madson, who was at the time 19 years old, had already firmly established himself as one of the most brilliant rock climbers in North America.

Jim was really known for going up wide cracks. He has hands like boxing gloves. They fit into what would otherwise be awkward cracks. This enabled him to do these enormously difficult things without having to put protection in or hang off of things; of course, that was much faster.

Off we went and, that day, climbed over two-thirds of the wall. I remember it being a really hot day. It was a good thing we had four days of water with us because we drank it all the first day. The temperatures were almost 100 degrees in the valley. It was a Labor Day weekend.

We continued along until we got to the top. We managed to cut about a quarter of a day off the existing speed record. As we were coming back down, (this happened about 1968), we stopped for some water and we talked about what was happening in climbing. At this point, things were starting to become contrived. Some of the climbing community was breaking away from traditional ethics and standards, using things like chalk, and tape, and coming down and cleaning routes from the top.

The whole thing was changing. What I realized, as a result of participating in the establishment of a rating which at that time was called 5-11, was that there were four of us in the country working on these problems that could do them. I realized it was challenging; it was starting to get gymnastic. You would work on five feet of rock, sometimes for a week, and eventually, you ended up memorizing the holes or getting strong enough or impatient enough that you would eventually do it so you could go on to something else.

It just wasn't climbing to me. Yvon Chouinard and I found ourselves of similar mind, and he said, "Mike, let's try alpine climbing. I have made these true crampons and things. I will send them out, and you give them a try--I think they work." He was right. They did work, they worked brilliantly.

About eight years later, 1975, Yvon and I traveled to Kenya, Africa, as part of a movie project where we played ourselves. Our real objective was to attempt the first ascent on the Diamond Couloir, a stream of ice going up the middle of the mountain.

Although sections of very steep vertical ice had been done, these techniques had not really been applied to a mountain. In climbing the Diamond Couloir, we opened up a whole new era of alpinism, which,in turn, introduced me to a lot of the world-class climbers from all over the world.

One of the first opportunities I had as a result of this climb came from, perhaps, one of the most brilliant alpinists at that time, a fellow named Reinhold Messner. Messner, an Austrian, was doing phenomenal things in the Himalaya. For example, average expeditions to 8,000 meter peaks, prior to his involvement, were usually a two- and three-month project, if not longer. From base camp, the climbs averaged six to eight weeks on the mountain. Messner went to Hidden Peak in the Karakoram in 1976 along with his friend, Peter Habler, and climbed an 8,000 meter peak and were back down in camp in two and one-half days. It startled the whole mountaineering world. It was as if somebody forgot to tell this person, "You are not supposed to be able to do things like that."

Reinhold wrote me a very interesting, very brief letter. It said, "You will join me on the south base of Dhaulagiri next year." Didn't ask, told me. I didn't know until I had met him that the reason the letter was so brief was that he didn't speak English. I thought, "Well, gee, this will be interesting. We can't talk to each other. But I will go." However, Peter Habler spoke quite good English, so I figured it will be okay. Off I went to this 13,500 vertical-foot face to carry on the tradition that Reinhold and Peter had established the previous year on Hidden Peak in Pakistan.

We had two film teams with us, HTV from England, which is noted for its documentaries, and ZBF Television, which is the equivalent of ABC's Wide World of Sports in Europe. When we got to camp, the weather was very poor. We sat around, not really communicating a whole lot. The film crews kept asking, "Well, when are you guys going to climb?" They kept trying to make us do things when avalanches were roaring down the mountain. We said, "We are not going to climb it." One of them said, "You can't do this. We have the television teams. You are the best in the world, why don't you just go? You are going to die anyway." This is one of the reasons we didn't go.

This is about a wall with 8,000 vertical feet of snow moving down the mountain that had a tendency to blow down the clotheslines and, occasionally, a tent at base camp about three and a half miles away. With things like that going by somewhat regularly, it was just improbable.

The expedition ended. That was my introduction to Himalayan climbing. When I returned home, I thought, "Gee, all the time and money we have invested in it, and I did less climbing than I can do in four days at home."

Next came an invitation from some English climbers. Doug Scott and Dougal Haston of Britain invited me to join them on an attempt on Nuptse. They had just completed the southwest face of Everest under the leadership of Chris Bonnington. While on that climb, they looked across the valley to the peak on Nuptse; they noticed a nice line to climb. Doug was very keen to get on with climbing in Messner's style; he felt that had to be the way of the future. He was right, and I felt he was right. So, the three of us made a plan to go. Unfortunately, Dougal Haston was killed in a skiing accident shortly before we left.

We were fortunate to acquire Joe Tasker, and the three of us zoomed off to Nepal for our expedition. We trekked the traditional 100-and-some miles to base camp. When I arrived at base camp, I arrived with pleurisy pneumonia. I blamed it on Doug. He got this idea that we should do some nude sunbathing on top of a trekking peak on the way in. We got into it and I caught a cold, then I caught pneumonia. When we arrived at base camp, fortunately, there were two large national expeditions there: one led by Dr. Carl Herlikofer from Germany, and another one lead by France's Minister of Sports, Pierre Mazauet. They were very well medically equipped, were able to diagnose what I actually had, and treated me.

The treatment was rather interesting. I stayed in base camp. Pierre brought some of France's best cooks with him. They were eating like kings. And, of course, Carl being very competitive, had also brought a very good kitchen from Germany. Since my party was up on the mountain, I would, one night, be invited over to the French camp for dinner. On my way home at night to my tent, I would pass by and say, "Geez, Carl, you should have seen the dinner I had." And he said, "You must come to our camp tomorrow night. We will show you a good German meal." I was having a really good time, and I was also on Morphine because that was the only drug they had.

After about a week or so, I had enough strength to help Doug and Joe. It proceeded to snow for about four days. And about nine and a half feet of snow later, we aren't really making a whole lot of progress, and abandoned the trip.

My second trip to the Himalaya was not a whole lot unlike the first: did a little hiking, got really sick, had a lot of fun, and went home. I was really beginning to wonder about this Himalayan business at this point. Then Doug came up with the idea, "We are going to go back next year. We are taking George Bettembough, one of France's top climbers, and we are going to start up with an unclimbed peak called Kusum Kangru, to get acclimated to do Nuptse, and to get acclimated to try to do Everest." Habler and Messner had just done Everest without oxygen; the next add-on then would be to do it as a three- or four-man team without the established camps to fall back on. That would be the next step in the building block of the sport. I thought this would be an opportunity of a lifetime. So, back we went to Nepal. We made the first ascent of Kusum Kangru and started up to Everest base camp.

When we arrived at the base camp, I met a good friend of mine and fellow guide from Alaska, Ray Genet. He had been very sick and didn't know what to do because his team was getting ready to make a summit attempt the next day. He had had no opportunity to acclimatize or participate in establishing the camps, but he was feeling a little better. I told him that he didn't want to be a burden to his teammates up there. He'd have enough trouble getting himself around.

I was totally surprised when I woke up in the morning to find that he had gone ahead and joined them. We made some carries up to the base of the Nuptse, and were back in camp resting when his wife and their little baby arrived; she was six months pregnant with her second child.

Hardly an hour had passed after she arrived, when word arrived at base camp that Ray Genet had expired on a summit attempt the previous day.

Since I knew the family, I thought that I would be the logical person to go and tell Cathy. We sat down and talked for a long while. She looked at me and she said, "He is gone,isn't he?" And I said, "Yeah." This moment was particularly hard because I was so close to the family. I offered to back out of our expedition in order to escort Cathy back to the United States.

We left base camp the next day and started down the Khumbu. Liz Hawley, a Time-Life correspondent, and Peter Hilary had heard of the incident and had managed to get the king's helicopter. About three days down the mountain, the helicopter flew up and picked up Cathy. Along with the helicopter came a letter stating that her arrangements back to the United States were completely taken care of; she was comfortable with the arrangements. I was free to go back and enjoy my expedition.

At that time, I was married to a Sherpani at Namnche Bazar. We had a child and we had just finished our wedding. Doug and some of the team came down for the last stage of this wedding. (It takes a long time to get married in the Himalaya, especially when you are the first westerner to marry into that class. It took about three years.) They couldn't wait and returned to base camp.

Somehow, we had gotten our signals crossed. When I got to base camp, everybody was gone except for the military officer and the cook. I heard from an expedition coming down, that the team had gone up, and all of the ladders and everything had been removed when this big expedition came down. There was no way I could join them.

I spent the next eight days sitting around trying to put together this Himalayan climbing business, because during my brief stay in the so-called world-class arena of alpinism, grand alpinism, I had climbed absolutely nothing. I could do more climbing in a week at home than I did in the years that I spent on this stuff.

I was thinking about this when Doug and George and a couple of other fellows--Brian Hall, Alan Rouse, Rab Carrington--came down. Brian frostbit his finger and wanted to go home. Alan had dysentery. Doug didn't care anymore. The whole thing kept falling apart. I wasn't acclimated and couldn't do that much more, anyway. So, that trip ended.

The next four to five years, I spent living in Nepal. While I really enjoyed this opportunity, especially to climb with these people and learn what I learned, what was most remarkable was just trekking through the villages.

Over the space of about a four-year period, in this world-class family of alpinists, there were approximately 27 of us at that time. By 1979, 24 had already died. Only a few of the people I climbed with were left, basically Messner and Habler. George was killed in a climbing accident in Chamonix, Joe Tasker and Dick disappeared on Everest. If you read the books, they are all in there. I started thinking that if I wanted to live and also wanted to climb, I was going to make my living as a guide.

I like leading and I feel when I'm in control, with my rope, everything is going to be fine; during the last 30 years, there has been nothing really to disprove that.

I had been guiding in Alaska on Denali. At that point in time, guides had been guiding the traditional West Buttress Route. I did that once in 1976 and thought it was fun. But it is a pretty wild mountain, and I got the idea to try a little harder route the next time.

I did a climb called the West Rib, which is a little more difficult. That alerted the guides' community as to some of the different things that might be possible on the mountain. In 1979, I went back again and to make a circle around this mountain. The next route was called the Cassin Ridge, which is one of the most difficult routes on the mountain; with two climbs, I went and did that.

I started establishing a business training other guides to lead these routes so that I could move on and do more challenging things. That went on for a while, but soon, I got fizzled out on Denali: the altitude, the weather, and everything. I started looking around. In all the years I had been flying over all these incredible peaks that I loved, I hadn't climbed any of them, nor had anyone else. That gave me an idea to start doing more technically challenging climbs on the lower peaks because without the factors of altitude and prolonged expedition timetables, you could do a lot harder objectives; that's what I was really interested in--the technical climbing.

I would like to share one of these adventures with you on a peak called 11,300. It is one of the most beautiful alpine climbs in the Alaska range. I will show you how some of our trips come together.

My companion or client for this trip was a fellow named Doug Waggoner, who was in college with me in Steamboat Springs. We hadn't seen each other in about 20 years, but he agreed to go along. I had a fellow that I had been climbing with from Canada, John Popowich, who was really adventurous. He came down from Canada, and we would go out to the desert to do things that neither of us had done. There was another fellow by the name of Kevin Rusk. He was interested in becoming a guide and wanted to see how it was done. So, the four of us got together, flew into the mountain house in the Ruth Amphitheater, and skied up to the base of peak 11,300

It was so pleasant in comparison to going up at Denali in terms of the weight involved. In a Denali expedition, you start out responsible for about 130 or 140 pounds worth of gear, and so on, and so forth. With a 10-day trip up a climb like this, most of the weight that you have is really your technical equipment--your hardware and ropes. We would plan five days for the actual climb, five days on the glacier. The climb was the southwest ridge of peak 11,300. It is 50 pitches (or rope lengths--and a rope length is usually 165 feet).

There are all kinds of climbing from difficult rock to 70, 80 degree ice, lots of snow, but not a lot of hazard from avalanches--it just about makes it perfect. It is long and narrow. There are places where you can put a tent; sometimes you can hack a ledge out of the ice.

We were fortunate to have good weather at the start of the climb. Doug and Kevin decided they would like to lead their own rope; so John and I put our footprints where we thought they should go, and they came along. The first day we each went along like that. We reached the actual ridge in the afternoon, hacked it out big enough to stick our tent on, and spent the first night in a rather precarious little spot; but at least the tent was up.

The next day when we started out climbing, the difficulties were increasing. Typical of alpine climbing, you don't always get a lot of protection, which I was fairly comfortable with because of the way I started climbing. However, Doug and Kevin were quick to point out that there wasn't anyplace to find protection. We threw the rope down to them, and from there on, we proceeded as a four-man team.

This is the neat part of this for me as a guide. Traditionally, a guide is someone who knows where they are going. That can get boring, and you become more dangerous when you are bored. This way, your interest is keen; if you have the ability to lead things like this, I feel that I am in a much safer situation than I would be otherwise. It is lots of fun to come around corners and see neat places to sit and wait for your friends or find a nice hand hold when you really need it and not know that it is there. To put your footprints in a route and look down after days of climbing, to be able to see your team coming up, to reminisce, I remember that part.

On our third night, we were really excited when we came around the corner and found this big ledge that we could put the tent on; we could even walk around without the ropes on. That was fun. We were about halfway up the climb on our third day.

On our fourth day, I was hoping that we would get to the top, but it turned out to be very shortsighted because even though we were more than halfway up the route, what we couldn't see were a lot of towers or gendarmes between us. We'd start up, thinking we were close, and for the next 300 or 400 feet would have to go horizontally to connect with the next place, or sometimes even go down. We ended up hacking another ledge and spending the night setting up.

In the morning the skies were starting to turn, and it was obvious a storm was coming. We kind of rushed out of the bivouac in hopes that we could go up and over the summit before the front came in. Unlike the rest of the climb, it wasn't like anything we had seen before. It got much harder and a lot wilder in places: We were on such narrow, thin ridges that you felt that if you sneezed, everything was going to fall down. When you are traversing like this, it doesn't matter if you are leading or following; if you can't hook the rope to anything, the person that is coming up next is risking the same falls. I actually got a kick out of that.

We climbed along. When I reached the final ridge and looked up at the final slope, I yelled down, "We have only about 150 feet to go. We have it made." Everybody started cheering. We were really stoked because the sun was still out.

I went 150 feet, and the wall kept going, and another 150 feet, and 400 feet later, somebody commented, "What happened to the top at 150 feet?"

I said, "Well, it is somewhere up there. It is just a little bit more." That went on until about 1:00 in the morning, at which time we were in a full blizzard, but we had managed to go about 800 feet.

At this point we were on the top of this dome in an absolute blizzard. You could put your hand out in front of you and you couldn't tell if you are pressing onto the snow or what.

We put the tent up, and the next day was the same kind of weather. We stayed in the tent. The following day the weather finally broke. That was a good thing because that morning at breakfast we managed to fill one water bottle; we each had a brew of tea, and that was it. We were out of fuel, we were out of food, and just about everything else. It was time to go down.

Well, we weren't going to go down the way we came up. We didn't have enough equipment to go down that way, to begin with, let alone time. So, we went down a different way, and that made the climb even more challenging because now we are going down horrendous conical ridges. In fact, we had been camped on one for a couple of days. You have to be able to see to go down ridges like that.

We were also a day overdue, so my glacier pilot had become concerned and was flying around looking for us. They eventually spotted us, and the whole thing worked out.

That's a typical Fantasy Ridge adventure. One of the nice things about climbing in Alaska that is different from climbing in the Himalayas is that to get to the mountain is about a 45-minute glacier flight. Likewise, coming out, because when you want to come out, you really want to come out bad; and in minutes from the base of this climb, we were back in Kalkenta and secure and everything.

It is really a culture shock to suddenly be transported from this frozen wasteland back to totally familiar ground. What felt most unfamiliar was civilization. It felt more comfortable up there. I think there is more culture shock coming back than there was leaving.

Professionals in the outdoor industry are capable of a significant threat to our remaining wilderness. I would like to expound on that for a little while.

Last year at this conference, we had a speaker from Denver who spoke about the concept of ecotourism and a convention on its behalf scheduled last summer in Colorado Springs. I did not attend this conference, but, as I recall, the initiative revolved around the idea that tourism is destined to become a dominant economic influence into the year 2000 and beyond. I thought a good deal about the ecotourism concept, and especially the role adventure sports and travel will play in it. I can't help but feel that many will be attracted to this industry for its economic prosperity.

At a time when we are looking for alternatives to harvesting our remaining fragile resources by conventional means, might we not be setting up an equally environmentally abusive scenario with ecotourism? The adventure travel role in the tourism industry could be especially vulnerable to such a threat.

I have two problems with the language we are using to communicate our needs in outdoor recreation. Professionalism and ecotourism. Let us at least remain clear to ourselves that there is really no such thing as ecotourism in the outdoor recreation.

This is roughly the equivalent to landuse policies which profess wise use and preservation. What tends to be preserved is used. In my opinion, it would be wiser to simply admit that it is used, and go on to define this use in respect to achieving a tolerable balance of harmony between man and the environment. The implication of preservation sets an unrealistic stage and distracts from establishing achievable goals with effective solutions.

My feelings regarding professionalism are more difficult to explain. Perhaps this is because I am not so convinced that if its application to outdoor leadership skills could not be redefined, it could be appropriate. As it is, it implies perceived standard much the way certified implies a guarantee. I view both as a marketing scheme to help persuade those that might be attracted to adventure sports that the skills can be acquired and used in relative safety if acquired through professionals.

With the American liability climate as it is, any implication to standards, especially through conferred credibility, is setting ourselves up to fail. If we exploit greed or unrealistic mechanisms to attract more people than might otherwise be, we will become controlled by the likes and whims of the insurance industry and federal land regulators.

After 30 years of climbing, 27 as a guide, I can honestly state that I have many more questions than I do answers. I never understate the risks involved in adventure sports and I make it clear that it is not safe and that there are no guarantees. I probably discourage nearly as many people as I accommodate and feel comfortable in doing so. Too many people today are attracted by media hype and sensationalism; when acquainted with the risks candidly, they choose not to become involved.

I put together this talk with the hope that you will realize I am not out to threaten or intimidate you. I just want to cause us all to think because like so many otherwise good intentions, this one is especially vulnerable to being taken advantage of.

Let's pay attention to what we are really doing, not what we will be led into doing. As John Muir noted, and so eloquently stated, "In God's wildness lies the great and unredeemable wilderness." It is just that.

Every now and then, I come across something, or something happens to remind me of who I am and what I could be. In closing, I would like to share with you a newsletter from the Aspen Community School, which my kids are attending. It is a short piece by Robert Fulghum. The photos which accompany it are from a trek I did with my oldest son at the age of 3 to the Baltoro Glacier in Pakistan without mom. This is the piece they sent out:

> Most of what I really need to know about how to live and what to do and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.
>
> These are the things that I learned: Share everything, play fair, don't hit people, put things back where you found them, clean up your own mess, don't take things that aren't yours.
>
> Say you are sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life, learn some, and think some, and draw and paint, and sing and dance, and play and work some every day.

> Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup? The roots go down, and the plant goes up, and nobody really knows how or why.
>
> We are all like that. Goldfish and hamsters and white mice, and even the little seed in the plastic cup, they all die, and so do we. And then remember the book about Dick and Jane, and the first word you learned, the biggest word of all, look.
>
> Everything you need to know is in there somewhere. The golden rule of love, and basic sanitation, ecology, politics, and sane living. Think of what a better world it would be if we all, the whole world, had cookies and milk about 3:00 every afternoon, and then laid down with your blankets with a nap, or if we had a basic policy in our nation, or other nations, to always put things back where we found them, and cleaned up our own messes.
>
> And it is still true, no matter how old you are, when you go into the world, it is best to hold hands and stick together.

I really like this thing. I was thinking of making that standard operating procedure. I don't know what the insurance industry would think of that, or the Department of Interior, but I am just the kind of person that might go and try and find out.

(Applause.)

QUESTIONS AND ANSWER PERIOD

MR. PHIPPS: I would like to thank Mike for a wonderful presentation. Mike said he would answer a few questions. Does anyone have questions that you would like to ask?

MR. WOODWARD: Did you get any serious climbing in the Himalayas?

MR. COVINGTON: Yes, I did. I got in a few, but it wasn't anything like I would do at home. I have a rather large capacity to go climbing. I go almost every day, and at home it is really easy. I go out by myself and climb if I want to. In the Himalaya,it is so dangerous, that you can't really do that. You are either in base camp, or working a rock, or on it. And, occasionally, I go back.

MR. COCKRELL: I can't remember if you said you did one with Bonnington, or whether you --

MR. COVINGTON: No, I was speaking in reference to Doug Scott and Dougal Haston on the southwest face of Everest. And in doing so, I had observed this potential on Nuptse. I have climbed with Chris Bonnington, but not in the Himalaya.

MR. TALBERT: From a long distance, he has had a reputation that I have heard of, of being kind of a dictator, and being very autocratic on expeditions.

MR. COVINGTON: I didn't find that. What Chris is, is a motivator, and sometimes when you get that kind of personality involved in an expedition, you tend to get a lot of fatalities, because you tend to over-motivate people, and there are some personalities like that here in the States. I don't know if you are up with it, but Jim Wickwire is this incredible person, but everybody he goes with dies. We can laugh about it here, but it is really painful to him, because he can't understand it. He is just such a motivating person, you tend to forget where you are, and do these incredibly stupid things.

MR. WOODWARD: What did you do to survive?

MR. COVINGTON: I hope it is because of my attitude, and hopefully because of some of the people I have met, and some of the experiences I have had, that I have managed to stay a little bit ahead of the game. I never got greedy, and never started to be the best.

I like climbing because that's what I love to do. And I think that those personalities, both in the professional industry, and in climbing, tend to be just a lot safer. Unfortunately, we can't just take anybody and certify them into those positions. I think that's something that the industry is going to have to deal with, because they are looking at doing just that. In fact, they are trying to do it, and that's a really difficult thing.

The American Mountain Guide's Association was proposing to certify guides in five days to two and a half weeks to a month type of various certification programs, and I find that ironical. First of all, I don't know most of these people, I have never heard of them, and it takes me three years to find a guide that I can keep using.

MR. WESTON: Are you living in Aspen now?

MR. COVINGTON: No, I live in Telluride right now. It is easy to find me on the street. It kind of goes with me.

MR. FRENCH: What is it exactly your company does?

MR. COVINGTON: That's a good question. What we do, it is a real broad company. It is involved in all of the aspects of technical climbing rocks, and we have a year-round school in the San Juans, the Black Canyon of the Gunnison, and throughout the canyon lands that helps people prepare for whatever they would like. Some people are looking to just learn the skills to continue on their own. Some are looking to acquire the skills to join us on expeditions which we do all over the world. And it just goes like that. We kind of make it up as we go along.

MR. PHIPPS: Well, I would like to thank you, Mike.

MR. COVINGTON: Thank you.

(Applause.)

LEADERSHIP STYLES
QUESTION AND ANSWER SESSION #1

From transcriptions

Moderator: Mike Stoll, Outward Bound Instructor--Corporate Sector
Panelists: Ann Bancroft, Drew Lebby, Barbara Kanki

MR. STOLL: We are going to ask each of the panelists to take about two minutes or so to concisely present their concept of leadership. Then we are going to open it up to questions and answers from the floor.

We are going alphabetically, but by first name. Since Drew is really Andrew, he will go first, Ann will be next, and Barb will be third.

MR. LEBBY: A concise presentation on leadership by Lebby. I am going to be deliberately radical with you; I am going to suggest to you that what the leadership literature consists of is a series of six kinds of evolutionary theories of leadership ranging from trait theory, which suggests that you are a leader if you wear a 42 long suit, and are male; ranging through situational leadership; power theory of leadership, I like that one; the vision theory of leadership; the assessed vision theory of leadership; and the organizational placement of leadership.

These are great theories. What they all have in common is that they all require the leader to have either formal or informal authority, and that the leader used that formal or informal authority to achieve the organization's goals.

Just to be controversial, I would like to suggest that perhaps there is a seventh theory of leadership, which suggests that all six theories that I have just told you have nothing to do with leadership, but, in fact, are theories of authority, and that the role of authority is to remove stress from a system and return a system to equilibrium; that is what we look for our so-called leaders to do.

It is morning again in American philosophy of leadership. I would say that is authority, and that the true role of leadership is to increase stress in a system; to increase disequilibrium in the system until the pain of remaining in the status quo is more painful than the pain of changing to a higher order, which means that in a significant number of cases, leadership and authority are antithetical. And, should you apply true leadership, the rest of your organization will turn to the authority figure to have you shot.

MS. BANCROFT: I think that you are all leaders in your field, and I certainly have that opportunity at various times in my workplace, but I don't think that I have anything, you know, really special or unique to offer you. This is not an area of study for me. I simply draw upon different skills by opening my eyes, and opening my ears, and listening to people like yourself.

I am in a very fortunate situation in my work place by working for a program that is in the Twin Cities in Minnesota that integrates abled and disabled individuals in the wilderness setting, a true wilderness setting.

One thing that is so unique about this program, which allows me to continue to grow, is the fact that we are six of us out there together--there are generally three leaders on this trip. Probably the most impactful thing about working with this program in the last five years is the fact that all of us staff have come from a variety of programs around the country, sometimes around the globe.

What makes us work as effective leaders together to motivate and to move a group from one place, sometimes physically, to another and to make some interpersonal things happen along the way, on a two-day to a 21-day trip, is the fact that the leaders are working together as a team.

What it comes down to for the three of us (leaders) on each particular trip is really being receptive to different styles of leadership--different techniques of doing things in the woods--in terms of keeping a group safe, a cohesive group, a group that stays together and can come back not just with the wilderness experience, but with the group experience. That has been extremely impactful for me because so many of the programs I have worked for, I have been the only leader with my own group of individuals.

I get to do it in some ways, my way, the ways that I have come to learn and become comfortable with, and it really is nice to know that there are a lot of different ways out there to make a group work well, to stay cohesive, and to have a lot of exciting things happen, particularly interpersonally as a group.

For me, it comes back to repeatedly good communication and being receptive; having that kind of attitude where you are open to seeing other techniques and other ways of doing things.

I think that we have all experienced being pretty set in our ways, particularly if we worked for a program for many, many years, where there is a set way of doing particular skills out on the trail with those groups.

That receptivity is something that I have to continually work at. I implement that ethic in other areas of my life. Certainly leading this next trip, I am trying to implement it, and in other areas of my life that have nothing to do with leading a group of people out into the woods. It is one that I am sure that I am going to have to continue to work at. It is not something that I think we learn and then it just goes on from there.

For me, it is adding my personal experiences and being very receptive to other people's experiences in a variety of settings, and trying to relate those experiences to what I am experiencing at that time.

Last night I talked about the relativity of the things that we do, bringing the commonalities together, regardless of what kind of setting it is, whether it is indoors, or whether it is out-of-doors, whether it is IBM or kindergartners.

There is a real common thread in what we are trying do, and it is finding that common thread and being receptive to that. So, I have tried to draw primarily on my own experiences and experiences of others around me, such as yourself.

MS. KANKI: We decided I could say, "I agree," and that would be enough.

What Drew talked about as having a common foundation or a common thread holding team members together is critical, of course.

I think the second point, from an insider viewpoint, is there are a variety of ways to accomplish things in the leadership role which needs to be tailored to your group. This is another very critical element of leadership.

Aside from these two points, looking at lots of domains and a lot of different kinds of circumstances are important. The only thing I would want to add is that don't forget that leadership is only one factor included in your outside performance.

There are lots of other factors. You don't want to pin it all on leadership. Leadership is going to take you so far, but you will face many different conditions, many levels of difficulty--you may have an organization to work within where you have to follow their guidelines.
You have to think about things like accreditation and standardization, those kinds of problems. A lot of those things are impacting how you can implement your leadership training and leadership programs. They influence your final outcome as well.

So, it is a complicated system, and there are a lot of elements. Leadership is a critical element, but there are many other factors that need to be addressed so that you are not trying to make leadership do everything, or that you are not trying to make it (leadership) succeed in a domain which should be tailored a little bit differently.

MR. STOLL: If you have a question for a specific panelist, please identify that person, or if it is to the panel as a whole, state that as well.

MS. WARREN: I have a question for the panel as a whole. Ann, you are leading women on a trip across the South Pole. You mentioned the fact that often we look at leadership in the male perspective. I can't really tie this question into your talk, but I would like the opportunity to hear from you on it.

What I would like to hear from the panelists is what specific attributes and qualities women can bring to the whole concept of leadership, and how leadership can be changed by looking at the group, such as women, as well as other non-white, non-male populations.

MR. LEBBY: White male, I can't go first. It is a diversity question.

MS. BANCROFT: What can we as women bring to the profession? Well, I think that...

MS. WARREN: To the concept of leadership?

MS. BANCROFT: I will struggle through this. Again, I have to draw upon what I am doing right now. I think it is really important that you bring your own personal style into the environment in which you are working. I am able, right now, to be in a fairly female dominated arena leading an all women's expedition. We have been very sexist in what we have been trying to do in terms of not only creating an all-women's expedition, which was very deliberate, obviously, but we went one step further and tried to place qualified women in very key roles in the expedition.

One of the things that we are trying to do is to blend those different styles, and there have been, in the last couple of years of trying to put this trip together. A lot of folks are coming up and talking to us about the differences that they already are assuming are going to be there from a woman's expedition to an all-male expedition.

I am actually not finding a tremendous amount of difference within our ice team. Where I am seeing the difference is the blending of different leadership styles coming together with all the different factors in our organization. We became a nonprofit, we got a director, a fund raiser, all of these different factions, and there are women in those roles. That's where I am starting to see the difference; where I haven't seen those in some of the other organizations that I have worked for. A lot of those differences can be a hindrance in moving along to the end result.

I think we spend an awful lot of time talking about and caring for all of the different facets and different kinds of people that are involved in our organization--that's a real plus--but we also have to continue moving on and we must make some of the harder decisions that we are facing on a day-to-day basis in order to keep this organization afloat.

I think some of those attributes that those people are bringing are real strengths to our organization, and others of them, you know, we can process to death. We laugh about that, but I think the biggest strength that we have as an organization is caring about all of the different kinds of people that we attract.

I have seen that in an all-male organization, and I have not seen that in an all-male organization. Again, as I said last night, I don't think it comes as a gift to us because we are women.

I think that the different styles that come to an organization, and the different strengths that we bring in our differences of socialization, we would have to blend together. We cannot get hung up on the fact that men are said to have more of a difficulty communicating and on a different level than women. Communication is a human condition; we are either going to do that well or we are not going to do that well. It isn't a gift, just because we are socialized as women a little bit differently than men.

In our organization, we are having to really work at that (communication) at all levels, it is not a gift, and we take it very, very seriously. I don't know if I am really answering your question, but we will turn it over to Drew and see if we can change it.

MR. LEBBY: Let me try this. Virtually all leadership research, which really started somewhere back in the early 1910s or so, has predominantly been conducted by white males, which is one of the reasons why I believe we have this distinction, or misunderstood distinction, between leadership and authority. And, so, the vast majority of the research on leadership, I believe, is actually research on authority.

Given that, let me state that leadership and authority, these kind of things, neither one of those things are needed as a set of behaviors, unless there is a problem. Pretty typically, leadership or authority only show up in the face of a problem. In the absence of a problem, folks kind of live in the community.

Now, my belief is that about 65 percent of all of the problems that show up have solution--maybe a little more than that. And, in fact, we have an entire history of turning to authority figures to solve those problems: physicians, lawyers, the folks that understand the problem and understand the solution. We turn to the authority figure to solve them.

This is fine. It has worked for us historically in the past. The bad news about that is that the other 35 percent of the problems are the problems that I believe will determine whether we continue as a society, whether, in fact, we survive. What happens is, we turn to authority figures to solve the problems where we don't have solutions, but authority figures are trained to believe, or at least behave as if they have the solutions.

And so, we have people without solutions pretending to have solutions to problems where we are not even clear about what the problem is. That's a big problem.

Now, gender stuff. Gender stuff and culture stuff. There is a great book by Debra Trannon called, *You Just Don't Understand Me*. There seems to be some significant distinctions between genders in how communication occurs, and females--I don't believe this is a complete thing--at least there is a strong, significant percentage of women, who are far better at what I am calling the leadership skills necessary to solve problems for which there are no solutions.

Those skills are not authority skills. They are skills at conducting dialogue as distinct from discussion. They are skilled at turning communities inward to focus on both problem definition and problem solution. They are based on interrelationships and interdependencies rather than power relationships.

So, in the 35 percent where we are not even sure we know the problem, much less the solution, it is up to all of us to work together to find the solution. That's what I hear you are talking about on the expedition.

Women, for some reason, as well as eastern cultures, non-western cultures, because of the underlying philosophical face, seem to have far greater skills at conducting dialogue. Men in western culture seem to be far better at conducting discussion. So, for the big problems, at this point, until women can teach men, or men can learn how to dialogue rather than discuss, or we can increase the percentages, I would rather have women leading us than men being an authority over us.

(Applause.)

MS. KANKI: I think I will take a different point of view. I think I would just take a more generic view that women would increase the diversity of strategies and styles of accomplishing things, and in that sense, I was talking about things like resource management on the flight deck.

The more solutions, the more strategies, the more information you could pull from your group, the better. I think women can increase that diversity, increase that resource pool, but in the same way that any other cultural group addresses diversity.

You can turn the discussion into a heterogeneity in general, that is, if you have various culture groups with different viewpoints, they increase the diversity, they increase the resource pool, and if you know how to manage that correctly, you are going to be a much richer and better functioning unit.

MR. LEBBY: In the 65 percent of the problems for which there are solutions, okay, my experience is that, again, the shift in the percentages, women need more work at the behaviors of authority. Men need more work on the behaviors of leadership in the 35 percent, and women need more work on the authority. It is not an either/or situation.

MR. STOLL: Other questions?

MR. ANDERSON: A question particularly for Drew and Barbara. I work with a search and rescue team where one of our constant challenges, working with college-aged people, is to identify good potential leaders and to develop their potential into skills that can be translated in working with that particular environment, obviously that will benefit them in other areas. If you had that problem, what sort of things would you look for to identify potential leaders, and what sort of things would you do to develop that potential once you have recognized it?

MS. KANKI: This is an area that gets a lot of attention, and a lot of research. When you talk to the practitioners, when you talk to people that select their leaders, they say they do it because they know. I bet I would feel the same way.

I'm sure you instinctively know better than you can put down in words. I am sure there are batteries of tests that can give you some indications of what people might be clearly undesirable, but then you have got a huge pool of people that you don't know about, and I guess seeing people in action is probably your best indicator.

MR. LEBBY: Part of my problem with this whole group of research has been going on forever: what makes the best leaders? The question of what makes the best leaders is really what are the characteristics of someone that people will follow? I am not sure that's an appropriate definition of selecting leaders.

In a number of cases, it is not following that we are looking for, but rather we are looking for someone who will develop people who aren't quite in need of someone to follow.

There is a very slowly developing field of research called followership. I mean, it sounds silly, but that's what it is. It is looking at what are the characteristics of good followers, because if you stop and think about it, there are as many bad followers as there are bad leaders.

What the research seems to suggest is that what good followers do is question authority. What good followers do is to empower each other. When you look at the characteristics of followers of followership, they seem to match what we seem to want our leaders to do, and when you get that, then it gets very confusing.

The issue for me is to turn the question back on you and to say, setting aside the term leader, what is it you want this person to do? What are the behaviors--not so much what are the behaviors, but what are the outcomes--that you are looking for in leadership, and is that something you want from a leader or are those simply skills that you want present within your community, i.e., the followers as well?

If that's what you want present in the community, then there is a different question called, how do you identify potential leaders? The question shifts to, how do you develop a community such that all of these functions separating leader behaviors, saying leadership does not occur in the person, it occurs in the function, how do we have all of these functions present? That's what I heard you (Ann) say last night about how do we have cross-functional skills available within the entire team?

MS. KANKI: It is true, say, in the airline industry, they used to have courses for captain training. That's not done anymore. It is really team training. It misses the point to bring all of your captains in and have a seminar. They want everyone together. It is an emphasis on leadership and followership together as a team.

MR. LEBBY: Didn't help, did it? That is a function of good leadership. It raises more questions than it answers.

MR. GAUDET: The question is for Ann. I am in the same position that this gentleman is in, in recruiting college-aged people and developing leadership skills. I am curious, you have five women of tremendous experience in your team. In relationship to Drew's idea of authority, how do you see leadership in yourself and the rest of the people in your group?

MS. BANCROFT: It is very much of what Drew was saying. The best thing that I can do as a leader is to draw out the different skills that the group, that I have put together, has.

It would be a tremendous mistake on my part to call all the shots, to pretend that I have all the answers. You know, I always joke that I am the lucky one that gets to go, because I thought of the idea. But there is a lot of truth to that statement. When I look at the four women I am traveling with, I would have been the last one chosen for this trip. They all have more skills than I do in a variety of areas. If I don't utilize those skills, I am an ineffective leader.

This expedition, it was my idea. It was not necessarily my idea to be the leader. I was with some other people, whom I was drawing opinions and ideas from. At the onset we talked about what is a leader, and is that the most experienced person in the group? It became very clear that, no, that is not what distinquishes who is a leader in that group. Somebody said that person should be the leader because they have the most experience in a variety of outdoor settings; that would probably point to Lucy Smith, not the oldest member, necessarily, which sometimes would point to that as possibly a leader.

If I can blend together the people that we are in our nucleus, and draw upon their skills, and let them know that their voices are very much heard and very important and integral to the outcome of what we are trying to accomplish, then I think I am being a leader.

I am not the most skilled member of the group by any means. We had to sit down and do what Drew was talking about: What is the outcome of our expedition? Is it simply to get across the continent safely? What are all the different types of things that we are trying to accomplish as an expedition? It is simply not just getting across the continent and motivating only the four. We have a nest egg of things that we are trying to accomplish that involves a lot of people that will never see the ice.

It is a big responsibility, not just drawing upon the four women that get to go--that's the ice experience--but it is our whole team, which is huge. It is 150-odd volunteers from Minnesota. It is the director, it is the fund raiser. It is a total team operation It spooks me most of the time. How do you keep people up, keep people motivated to see the end result which is so far along for us? It is three, four years down the line. I am the so-called leader on the ice, but I must extend myself. When I first got into this, I wasn't really aware of what I was leading.

I am constantly drawing upon resources that often times people who are not in the outdoor field utilize. I use the different resources that I can get my hands on to keep the entire group of volunteers going, the actual organization folks, the ice team, et cetera to get to our end result.

MS. MINOR: This is addressed to the whole panel. A lot of the people who are here are in fields of education. In the field of education, we are all competing for money because we are floundering, because we don't have any support from our state or from federal government.

From a corporate perspective, what makes a leader in terms of outdoor education or adventure education an organization that you would give money to? What makes them different? What sets them apart from all the other outdoor education organizations out there? What really makes them stand out and say, "This is an organization I want to give money to." What are the components in terms of funding?

MS. BANCROFT: I am in the middle of this. I am trying to raise one million three for a women's project which two years ago I thought was unique enough that would stand out on its own for corporations and individuals to donate to.

That is not the case. We do not have a major sponsor at this point. We are propelled by people like you, the average person, giving one dollar or 10 dollars, buying a T-shirt, et cetera.

We have had to refocus our ideas. What I do in the corporate offices, and I haven't been too successful yet, is simply articulate what my project is trying to accomplish--that comes from my heart.

Your world and their world is very foreign. What you do is you become an ambassador for your area of expertise whether that's outdoor education or being a math teacher. It comes from your heart, there is passion, and then you educate. You teach them about what you are doing and why it is important in the larger scheme of things.

We get this constantly with the women's expedition, "why should I give to you when there are the homeless?" There are good programs to give to out there, and the competition is fierce, particularly right now, as we are in this recession. Companies are pulling back.

I think the key is really how do you get in the door? Once you are in the door, give it your all, say why you are unique, why you are important. If you can articulate that and relate it to what they are doing, find that commonality, then you stand a chance of getting funded. We will see.

MR. LEBBY: Now for a bit of cynicism. Am I allowed to be cynical?

MR. PHIPPS: Last night you talked leveraging versus endowing in relation to this question.

MR. LEBBY: Here is the truth. Corporations are not altruistic. Corporations would love you to believe they are altruistic. Every time you see this program was partially funded by such and such on PBS, or somebody is providing your equipment, they are doing it secondarily because they support your idea.

They are doing it primarily because they believe that in some way their support of you will come full circle and support them. Now, I don't really think that's cynical, it is not just not quite as altruistic as they would like you to believe.

So, the first answer is, understand what corporations care about. Understand what their problems are today. At the widest spectrum, they cannot find competent employees for entry-level jobs. So, what are they doing? They are bumping down the characteristics of their entry-level jobs. This, of course, from a system standpoint, takes all the pressure off of schools. You laugh, but it does.

If corporations say nuts to you, we will reduce the requirements for entry, then that takes the pressure off American public elementary and secondary schools to improve their performance to the point now where some corporations are thinking about setting up their own schools, okay?

That's an example. So, if that's the domain of concern for them, if somehow you can propose what you are doing, even in the smallest way, as impacting a significant area of concern for them, then you have alignment, because their concerns align with your concerns.

Second of all, don't forget that they have a bottom line, and that they are interested in a return on investment. Now, this could be an emotional or spiritual return on investment as well, but you have to first of all touch them intellectually to get in the door; then to completely support what Ann said, you must touch their hearts. You must touch them emotionally.

Now, that says that there is a "them" inside a corporation that you can touch. So, let me suggest to you, first of all, that you have to touch the corporate mind intellectually, and then you have to find the person inside the corporate mind whose heart you can touch.

It is not easy. What you typically have to do is--now back to what Maurice said, you can't say, "Give me all money I need, okay?" What you really need to say is, "If you give me this little bit, you will assist me in being able to get the rest that I need."

Second thing they like, they don't like to give you your first dollar. They like you to come and say, "I have been out there, I have talked to the people, I have gotten X amounts of dollars in five dollar contributions. This shows that this is a good idea, it shows that it has widespread support. Now, can you help me leverage some more corporate dollars to get to what I need?" Don't go to them first or last, go to them in the middle.

MS. KANKI: I don't think I have a marketing view point on this at all. The only thing I can say is that I occasionally see companies struggling to get quality ideas accepted. What is the quality product that you are going to deliver, and second, how does it aligne with something they already believe in.

If you can align it, and sometimes it is not possible, you have got to give them an avenue that is acceptable or that's feasible and then tell them what quality product you have.

MR. LEBBY: Getting hired by corporations and getting donations from corporations are two totally different topics.

MR. STOLL: We have time for one more question.

MS. BILLINGS: This is for Ann. Do you have a personal investment by focusing on the qualities of communicative skills rather than on physical attributes? Do you have a personal investment in eliminating the need for physical attributes and historically acceptable leadership qualities?

MS. BANCROFT: Physical attributes, how do you mean that?

MS. BILLINGS: Gender.

MS. BANCROFT: I am 5'3", 120 pounds, on a good day. In 86, we were a small bunch, physically. I am a believer that the team, if it is working together both emotionally and physically, can overcome just about any barrier.

I live that out with the program that I work for very dramatically in blending both abled and disabled individuals in the woods. We would not be able to do that if people did not work as a team.

I am very much a believer of the team ethic. So, I am not hung up on the physical attributes. I am not hung up on even the hard core skills of how good a skier you are or what are your winter skills? Those are certainly considerations, but they take a backseat to the kinds of people that we are putting together on a team like this, or in any of the groups that I have been a part of. I think that those are the things that are going to get you through the hard times far more effectively than how much brute and brawn you have got.

You need some of those hard skills. If Wil (Stegner) hadn't stuck with me, or had ignored me because I did not know how to dogsled, not only would I not have had a chance, but I my strengths were not the physical strengths of that expedition. I don't believe I was the weakest member of that team, but I was certainly the weakest physical member of that team.

I cannot compete with Geoff Carrol, who was 200 pounds, six feet tall. He was lifting things with one hand; I was lifting them with two and still not getting what he was doing with one. If you measure in those standards only, you are short-changing the effectiveness of a group of people, what they are about, and what they can accomplish.

The limitations that we put on people--whether they are disabled, whether they are women, or whether they are men--are our biggest obstacles to overcome. It is not pressure ridges; it is not four months of 60-mile-per-hour winds. It is those perceptions that we have grown up with throughout our lives.

I have been talking about the communication. Do men have a harder time communicating? Well, maybe they do because of our socialization. How do we break some of the myths that exist about gender or size?

It is so fun to be an all-women's group and have to pull our own 200-pound sleds. People are in disbelief. Even last night, some of you were saying, "What is it like to carry 200 pounds?" That kind of disbelief needs to be calmed. We have to look at how we are sending off quiet messages, but very strong messages to our kids, and even to adults.

There is a reason that this expedition is appealing to 85-year-old women. We represent something to them, and it is not about outdoor travel. It is really exciting because I think that we are able, with this trip, to break down some myths and open doors for people.

The interpersonal piece of a team, if I am answering your question, is far more important than the physical attributes that we all bring together, but you can't totally ignore the other piece--I don't want to be down there with four other novices. I want us to come home as a unit.

MR. STOLL: On that note of coming home, there are a couple of people who do need to leave to catch flights. I realize that there are other questions that you have and I appreciate your forbearance so we can get these folks out of here. I would like to say, in appreciation, thanks to our panelists for sharing their time and their thoughts.

EDUCATING THE LEADER IN THE USE OF LEADERSHIP STYLES TO ENABLE GREATER MOTIVATION OF FOLLOWERS

By

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Abstract: This paper discusses leadership styles and theories as they relate to motivation, the most important factor the modern leader must address. Situational Leadership ™ and motivation through empowerment are explained, as are the stages of development of a group and its interdependencies with a leader.

Motivation is often the single most important factor that the modern leader must address when considering the use of her or his style. A leadership theory which is predicated on motivation through empowerment is Situational Leadership ™. This is also a life cycle theory which encourages development of followers through a specific life cycle. This allows the leader to progress from being autocratic in the orientation stage of the group to eventually be a delegator of decision making in the interdependent stage of group development. As many expedition groups have specific beginnings and endings, a life-cycle theory is most appropriate.

Situational Leadership ™ (Hersey and Blanchard, 1982)

Situational Leadership ™ is based on the amount of direction (task behavior) and the amount of socio-emotional support (relationship behavior) a leader must provide given the situation and the level of *maturity* or *readiness* of his or her followers. Group dynamics studies by Cartwright and Zandar (1960), the Ohio State University leadership studies (1957), and Blake and Mouton's Managerial Grid (1964) dispelled the idea that task and relationship were either/or leadership styles, instead styles tend to very within leaders (Hersey and Blanchard, 1982). Hersey and Blanchard maintain that research of the past several decades has supported the contention that there is no best style of leadership, and that any of the four basic styles in Figure 1 may be effective or ineffective depending on the situation. The diagram illustrates the four styles; the curve represents the path along which leader behavior moves as the followers' maturity (readiness) changes. The styles vary in amounts of task/relationship behavior, Situational Leadership Theory is based on the interaction of this interplay and the *maturity level* that followers exhibit in attempting to accomplish a specific task.

Maturity level is the ability and willingness of people to take responsibility for directing their own behavior. Having gauged the maturity level, the leader then decides which leadership style to use; telling, selling, participating or delegating; the combination that is best needed to influence the group or individual. This management style is specific to the leadership and follower's goals and to obtain maximum motivation.

The bell-shaped curve (see Figure 1) in the style of the leader portion of the model means that as the maturity level of one's followers develops, the appropriate style of leadership moves accordingly in the model along the curvilinear function.

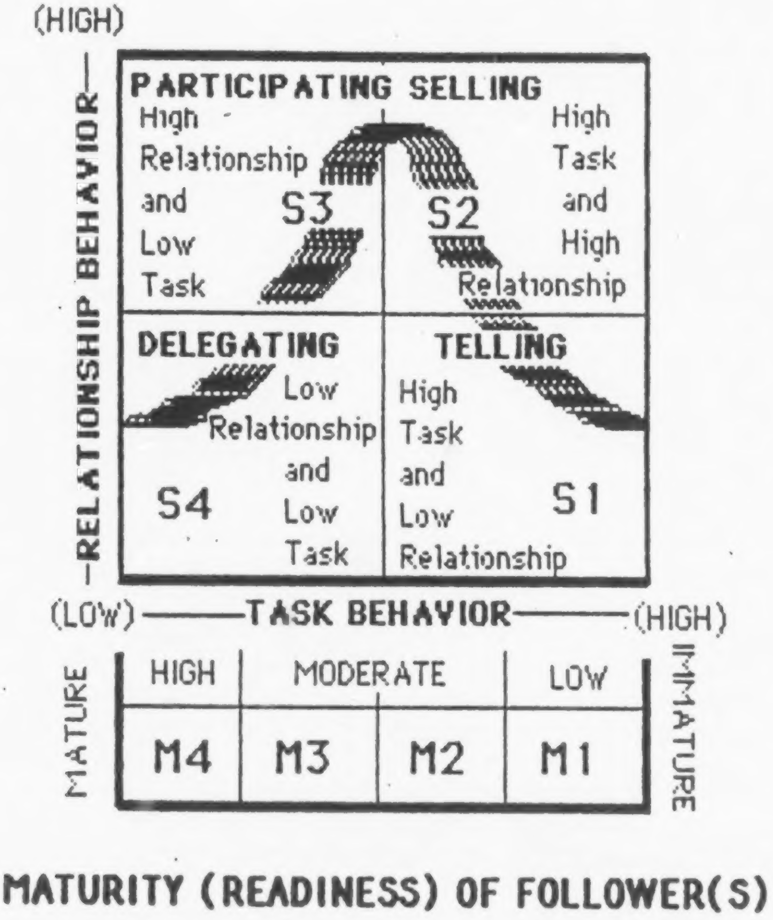
(HIGH)
RELATIONSHIP BEHAVIOR
PARTICIPATING
SELLING
High Relationship and Low Task
S3
S2
High Task and High Relationship
DELEGATING
TELLING
Low Relationship and Low Task
S4
High Task and Low Relationship
S1
(LOW)
TASK BEHAVIOR
(HIGH)
MATURE
HIGH
MODERATE
LOW
M4
M3
M2
M1
IMMATURE
MATURITY (READINESS) OF FOLLOWER(S)

Figure 1. Situational Leadership ™.

Situational Leadership and Group Development

An important link regarding the Situational Leadership model and group dynamics is the information in group development by Jones (1973). The four stages of group development as suggested by Jones are shown in Figure 2.

Stage	Personal Relations	Task Functions
1	Dependency	Orientation
2	Conflict	Organization
3	Cohesion	Data-flow
4	Interdependence	Problem-solving

Figure 2. Jones' model of group development.

This model corresponds to the Hersey-Blanchard model and is an important concept to understand when dealing with groups in expedition settings. The natural development of the group can be enhanced by the use of the correct leadership style. The awareness of a conflict stage that the group can strive to work through will reduce apprehensions and tensions, making cohesiveness and interdependence more attainable.

As situations change rapidly in the fluid environment of the outdoors (task functions may change from orientation through problem-solving in a few hours) personal relations also change with this and so the corresponding leadership style must change also. This rapid change of situation creates an ideal learning opportunity or a difficult and demotivating experience if a single leadership style is used. Using the two models in conjunction may create an understanding allowing better judgement in selecting an appropriate style of leadership and in decision making in relation to the group. Figure 3 shows both of the models.

3 PARTICIPATING	2 SELLING
DELEGATING 4	TELLING 1

SITUATIONAL LEADERSHIP™

3 COHESION (Data-flow)	2 CONFLICT (Organization)
INTER-DEPENDENCE (Problem-Solving) 4	DEPENDENCY (Orientation) 1

GROUP DEVELOPMENT

Figure 3. Both models.

The group development brings in the complexity of group dynamics. Whether the group dynamics are positive or negative, this affects the maturity or readiness of the group. Add to the complexity of group dynamics the intangible nature of leadership style theory and we have a potentially very confusing subject. How then should we teach these aspects of leadership (the *soft* of people skills)? Phipps (1986) suggested a systematic approach after conducting research on some Wilderness Education Association (WEA) courses. Some follow-up research has been accomplished since (Phipps, Yoshioka, and Jamieson, 1990), and the systematic approach has been used at Iowa State, Cal Poly, Western State College, and Washington State University. Since the publication of an article in the *Journal of Experiential Education* (Phipps, 1988) there have been numerous enquiries about the systematic approach from throughout the U.S., New Zealand, and the U.K.

The systematic approach requires illustration of one's own dominant and alternate styles, education of leadership and group dynamic theory, practice in leadership techniques, and constant feedback from followers. The systematic approach is called Experiential Leadership Education and is documented as follows.

EXPERIENTIAL LEADERSHIP EDUCATION

Experiential Leadership Education provides a method of teaching and measuring aspects of the *soft* skills of leadership in a systematic way. Soft skills in leadership are the *people* skills, such as leadership styles and group dynamics, as apposed to the *hard* skills, such as logistics planning, budgeting, marketing, etc. The soft skills because of their amorphous nature are often difficult to conceptualize. Using Experiential Leadership Education makes conceptualization easier (it is easier to conceptualize an experience than an abstraction).

The Experiential Leadership Profile

The conceptualization is achieved by using an *Experiential Leadership Profile* consisting of: (a) scores from a test instrument showing dominant/supporting styles; (b) scores from a test instrument showing changes in style, adaptability, and effectiveness; (c) data gained from experience, i.e., actual decision making (recorded in a journal using a theory of leadership), for example Hersey/Blanchard's Situational Leadership ™; (d) perceptions of group process from a group dynamics questionnaire.

Decision-making journals and charts.

The *Experiential Leadership Profile* shows results from pre- and post-tests which illustrate changes in styles and effectiveness in hypothetical situations, but more importantly, the recording of the decision making over time allows the use of charts to pinpoint incongruent use of leadership styles. Conferring with the trainee and her/his journal can enable analysis of the judgement that went into the decision making. An example of a leader style interaction chart is shown in Figure 1.

The styles can be combined to illustrate leader-centered/group-centered decision making or high/low-relationship styles. If the decisions recorded in the journals are recorded with the *whys* (rationale), *hows* (style), and whether it was a task or relationship decision, then the leader analyst is able to more fully understand how the decisions were actually made. Charts can be made of all these trends to enable progress to be tracked. An example of a leader-centered/group-centered leader style chart is shown in Figure 2. There are expected trends that conform to the Situational Leadership theory; for example, in most groups the frequency of leader-centered styles should drop as time progresses. The chart trends can be compared to the expected trends, and where incongruencies occur, the journal can be checked to see if appropriate styles were being used.

This provides an effective teaching tool as the theory is put into action in a practical situation that allows detailed feedback. It can also be used in actual work situation besides the obvious use on leadership courses.

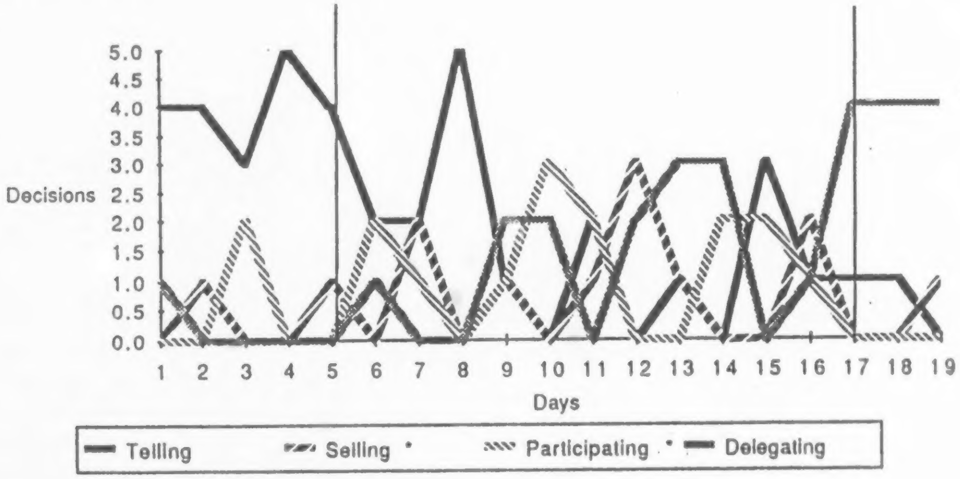

Figure 4. Leader style interactions. (* denotes dominant style on pre-test scores)

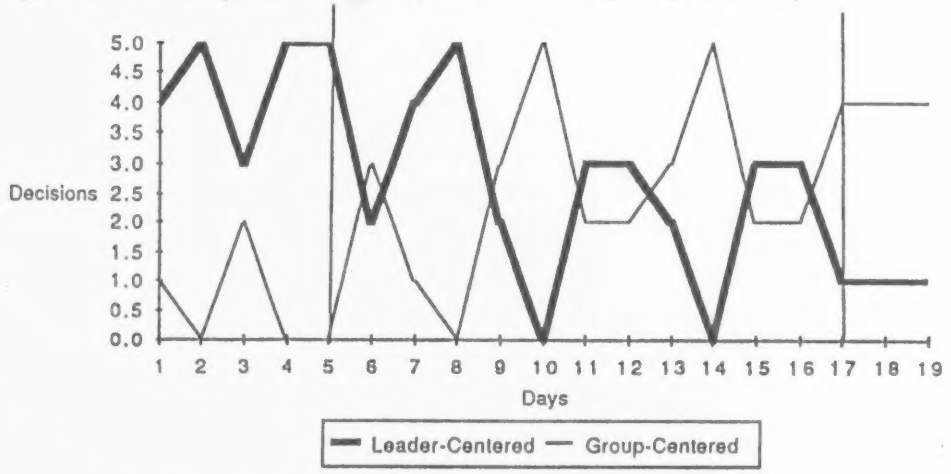

Figure 5. Leader-centered/group-centered style trends.

Group Dynamics

As the internal dynamics of a group affects its performance, this is an important aspect of leadership education. A specific teaching model is used which can be modified for different groups. It enables problem solving in the group dynamics before unexpected crises.

The group member perceptions are measured quantitatively and qualitatively using a *Group Dynamics Questionnaire*. This questionnaire establishes the components of the group process that are being dealt with positively and negatively. The *Groups Dynamics Questionnaire* is a measure of the group climate. The qualitative statement in the instrument allow specific problems to be pinpointed; the quantitative measurements allow an assessment of what components the group needs to improve on , e.g., atmosphere, co-operation, task, or some other component.

Practical Applications of the Experiential Leadership Education

The combination of the leadership instrument scores (showing dominant style, effectiveness, etc.), with the actual decision making graphically represented and detailed in a journal, combined with the perceptions on the *Group Dynamics Questionnaire* allow a perception check for the leader. It enables the leader to visualize aspects of his/her leadership that are normally difficult to see. Often because of this amorphous nature of the soft skills, they are dealt with theoretically with very little follow up. Teaching Experiential Leadership using the *Experiential Leadership Profile* combines the experiential and theoretical constructs of leadership using a systematic approach and allows follow-up analysis during actual working conditions. The results can be visually tracked and can also be statistically analyzed.

Method Testing

The systematic approach of teaching was tested on two outdoor leadership expedition style courses in the Rockies using time series analysis [N (decisions)= 1640]. The leader effectiveness of the students compared favorably to comparison groups in the study not using this method [N (subjects) = 56]. The study is a doctoral thesis written by Maurice Phipps at the University of Minnesota. Pilot work was done over four years on Wilderness Education Association (WEA) leadership courses and on expedition courses from Mankato State University.

The Outdoor Environment

Although this method can be adapted to different environments, using an outdoor environment has several advantages. It enables a levelling of participants in regard to abilities. It provides diverse and quick changing situations with a need for many decisions requiring careful judgement. Adventure pursuits, if included, such as climbing or rappelling, help to bond the group members and can illustrate appropriate use of leader-centered decision making.

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THE CONDITIONAL OUTDOOR LEADERSHIP THEORY

By

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About the author: Dr. Priest is the author of *Safety Practices in Adventure Programming* and editor of *Adventure Education*, a readings textbook. He is an international consultant to adventure programs in Australia, Great Britain, Hong Kong, New Zealand, Taiwan, and the United States. He is a past researcher on outdoor leadership preparation.

Abstract: The Conditional Outdoor Leadership Theory (also known as COLT) models the relationships among leadership style, orientation, and favorability (Priest & Chase, 1989). It is the first paradigm to do this specifically for the profession of outdoor adventure (Miles & Priest, 1991). The model's structure has been confirmed by expert opinion (Dixon & Priest, 1991) and the theory's predictive nature has been established by quantitative research (Priest & Dixon, 1991). It is currently being field tested by qualitative research methods in Australia, Canada, Great Britain, New Zealand, and the United States and has already gained a strong and supportive following. This article traces the construction of COLT from past theories and abstracts pertinent research associated with its validation.

THE CONSTRUCTION OF COLT

COLT grew out of several well known leadership models which can be grouped according to their relative contribution to the construction of the theory. These groups included models of style, models of orientation, and models of favorability. These are reviewed and then combined into COLT.

Models of Style

Leadership style has been studied since the classic work of Lewin, Lippit and White (1938) first established a continuum of three styles: authoritarian, democratic, and laissez-faire. From this point onward, studies by Katz, Maccoby and Morse (1950); Likert (1967); and House and Mitchell (1974) split the continuum into numerous parts. Of these divisions, Tannenbaum and Schmidt (1973) were best known for their six styles of telling, selling, testing, consulting, joining, and delegating relative to the amount of decision making power held by the leader or the followers.

From these one dimensional continuum models a range of leadership styles may be noted. Regarding outdoor leadership, Priest (1986) chose to describe this range of styles as flexible from autocratic (where the leader held power over decision making) through democratic (where the leader shared power and decision making with the group) to abdicratic (where the leader abdicated power to the group, but was still willing to advise on the decision making). The extremes of true dictatorship and laissez-faire (where either the followers or the leaders respectively played no part at all in making a decision) were viewed as antithetical to the purposes of leading others in the outdoors. A summary of the continuum of styles is represented in Figure 1.

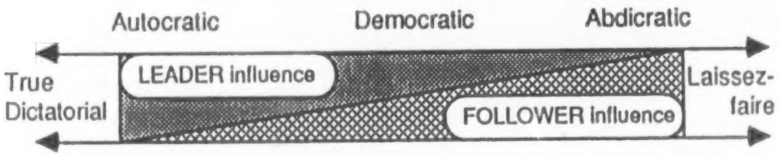

Figure 1. A continuum of outdoor leadership styles.

Models of Orientation

Leadership orientation, or a concern for the task/goal and a concern for group/relationships, has been the focus of research by Stogdill and Coons (1957); Blake and Mouton (1978); and many others. Most notable in the field of outdoor leadership to date (Ford & Blanchard, 1985; Phipps, 1986), has been the work of Hersey and Blanchard (1982), founded on relationship and task behaviors, considerate of follower maturity, and inclusive of the four earlier leadership styles: telling, selling, participating, and delegating.

From these two dimensional matrix models, two outdoor leadership orientations or concerns can be identified. The first is a concern for the task at hand, or the job to be done (getting up the mountain or down the rapid safely). Since the role of a leader is to influence followers to identify, work toward, and achieve mutually acceptable goals (Tead, 1935), this orientation seems quite important. The second is a concern for the group members, or the relationships among them (how well they cooperate, communicate, and trust while working under stress). Since the achievement of a goal depends on the interactions of the group or their ability to work together as a team, this orientation also appears most relevant. A matrix summary of these two orientations is represented in Figure 2.

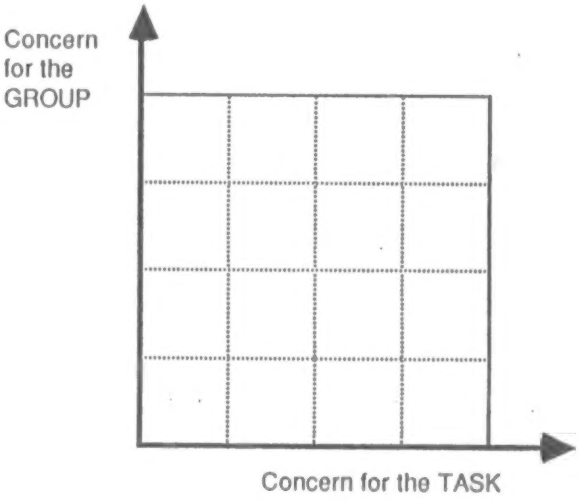

Figure 2. A matrix of leadership orientations.

Models of Favorability

The contingency theory was developed by Fiedler (1967) and others. This theory suggested that leadership style is determined by the favorableness of a situation and that favorableness is contingent upon three factors: the group's acceptance of and/or reliance on the leader, the amount of influence or power a leader holds, and the clarity of defined group goals or roles.

In the outdoors, many factors determine the favorability of conditions (Benson, 1986; Ford, 1987; and Adair, 1983 cited by Loynes, 1988). At any given instance these factors may include, but are not necessarily limited to: environmental dangers (weather, perils, hazards, and perception of objective versus subjective risks); individual competence (experience, confidence, skill, attitude, expectation, behavior, and knowledge); group unity (morale, role maturity, trust, cooperation, communication, responsibility, and interest); leader proficiency (credibility, power bases, judgment, level of stress, fatigue, and perceived capability); and decision consequences (clarity of the problem, sufficient solution time, available resources, expected ramifications, and degree of uncertainty or challenge). A summary of the spectral factors is represented in Figure 3.

LOW	MEDIUM Conditional Favorability	HIGH
bad weather many perils and hazards mostly subjective risks not easily controlled	ENVIRONMENTAL DANGERS	good weather few perils and hazards mostly objective risks under human control
disintegrated and divided distrustful and competitive immature and irresponsible	GROUP	cohesive and unified trusting and cooperative mature and responsible
novice members incompetent unskilled, unable unsure, inexperienced, unknowledgable	INDIVIDUALS	expert members competent, skilled, able confident, experienced, knowledgable
deficient and uncapable lacks power base for credibility poor judgement, stressed out, fatigued	LEADER	proficient and capable holds strong power base for credibility sound judgement, in control, fit
problem cloudy and uncertain insufficient time and resources available challenge high with unacceptable outcomes	CONSEQUENCES OF THE DECISION	problem clear and defined sufficient time and resources available challenge low with acceptable outcomes

Figure 3. A spectrum of conditional favorability.

Combining Models

If one combines the matrix of leadership orientations from Figure 2 (X-axis = concern for the task; Y-axis = concern for the group) with the spectrum of factors from Figure 3 (Z-axis = conditional favorability), then the basic three dimensional framework of COLT is constructed. All that remains is to fit the continuum of leadership styles from Figure 1 into that framework according to the findings of the earlier mentioned researchers. The resultant model is the Conditional Outdoor Leadership Theory or COLT (Priest & Chase, 1989) as shown in Figure 4.

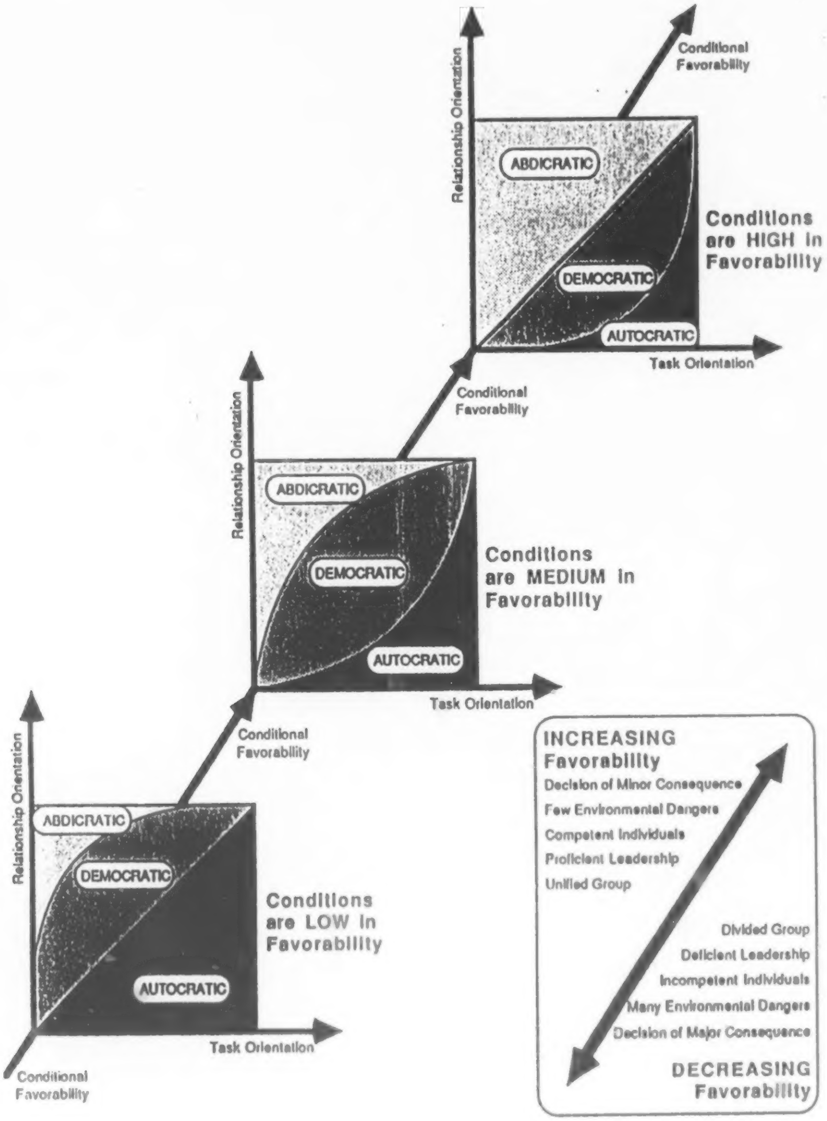
Conditional Favorability
Relationship Orientation
ABDICRATIC
DEMOCRATIC
AUTOCRATIC
Task Orientation
Conditions are HIGH in Favorability
Conditional Favorability
Relationship Orientation
ABDICRATIC
DEMOCRATIC
AUTOCRATIC
Task Orientation
Conditions are MEDIUM in Favorability
Conditional Favorability
Relationship Orientation
ABDICRATIC
DEMOCRATIC
AUTOCRATIC
Task Orientation
Conditions are LOW in Favorability
Conditional Favorability
INCREASING Favorability
Decision of Minor Consequence
Few Environmental Dangers
Competent Individuals
Proficient Leadership
Unified Group
Divided Group
Deficient Leadership
Incompetent Individuals
Many Environmental Dangers
Decision of Major Consequence
DECREASING Favorability

Figure 4. A graphic representation of the Conditional Outdoor Leadership Theory (COLT).

Although the axis of conditional favorability is expressed as a spectrum of factors, the two extreme values (high and low favorability) and the central value of the variable (medium favorability) are shown in Figure 1 as a means to illustrate the concept that the style expressed by an outdoor leader should vary with the pull or directional influence of the three axes variables.

Conditions of medium favorability highlight the more typical outdoor settings where the dangers are acceptable, the leader is proficient enough, the individuals are reasonably responsible, the group gets along fairly well, and the consequences of decisions are, for the most part, recoverable. Under such moderately favorable conditions, leaders concerned mostly with the group should express an abdicratic style, and leaders concerned mostly with the task should express an autocratic style. Leaders with a balanced concern for both task and group may prefer to express a democratic style.

Conditions of high favorability exemplify a more desirable outdoor setting where conditions may be some combination of the following: minimal dangers, proficient leader, competent individuals, cohesive group, and minor consequences of decisions. Under highly favorable conditions, such as deciding where to camp in good weather with experienced people and a resilient environment, leaders can afford to pay more attention to the group relationships and the opportunity for learning. Therefore, their chosen style shifts toward the abdicratic and they allow the group to decide on their own. However, given a growing concern for the task (such as potential damage to the environment), flexibility toward a democratic style (discussing the impact of trenching around a tent) or even an autocratic one (making people designate their toilet locations well away from any water sources) may still be appropriate.

Conditions of low favorability hallmark the less desirable outdoor setting where conditions may be some combination of the following: maximal dangers, deficient leader, incompetent individuals, divided group, and major consequences of decisions. Under unfavorable conditions, such as an injury with a novice group in bad weather and unfamiliar terrain, leaders cannot afford to ignore the tasks and goals of safety. Therefore, their chosen style shifts toward the autocratic and they order and demand action. However, given a strong enough concern for the group (such as a drop in group morale due to lack of involvement), flexibility toward a democratic style (asking for ideas and input on how to construct a stretcher) or even an abdicratic one (delegating to the group responsibility for finding an evacuation route) may be called for.

VALIDATING THE MODEL

The work to validate COLT (Priest & Chase, 1989) has taken two related pathways. The first has involved confirming the structure of the model and the second has involved establishing the theory's predictive nature. These two studies have been abstracted here with a concluding summary.

Confirmation of COLT

Dixon and Priest (1991) began by surveying 100 recognized experts actively involved in outdoor leadership training programs in North America. These experts (n=77) received and returned (within one month of initial mailing) a survey consisting of twelve backpacking leadership scenarios. The scenarios represented the twelve possible combinations of high or low concern for task; high or low concern for group relationship; and high, medium, or low concern for conditional favorability. Each scenario provided limited information about the task, the group relationships and the conditional favorability of a particular situation for which the leader was encouraged to take action. Experts were then asked which of three options they would prefer to enact. These options were clearly autocratic, democratic, and abdicratic in nature.

The frequencies for the chosen options were calculated for each scenario. Eight of the twelve scenarios contained percentages of chosen options which fit perfectly with those of the model. The other four scenarios contained percentages which were significantly different from the expected values (Chi Square goodness-of-fit, $p<.05$). In other words, two thirds of the scenario responses confirmed COLT, while one third failed to provide evidence to support the model. The researchers speculated that some respondents might have been reluctant to commit to an extreme style such as autocratic or abdicratic, and so chose democratic as the middle-of-the-road option which was a safe bet from which they could modify their style in either direction as the scenario evolved (respondent comments).

Prediction by COLT

Although no non-respondent bias was found, a few experts expressed disappointment in the range of survey options, stated they would have preferred another choice and occasionally wrote that choice into the survey. Since the options were purposefully limited to three definite styles, and since one third of the responses had not fit the theorized model, the researchers reasoned that the scenarios may have been perceived by the experts in a manner which had not been originally intended and this may have led to the discrepancies. Considering the question of how much influence the three concerns exerted on leadership style, the researchers hypothesized that experts in disagreement with the expected responses might have followed the same approach to expressing their style, but had acted unexpectedly because of perceptual differences with the scenario rather than because of the model.

To discern their answer, Priest and Dixon (1991) sent a second survey to the 77 responding experts and received a return rate of 73% ($n=56$). The same twelve scenarios were again presented in the new survey, but this time, the experts were asked to compare scenarios rather than consider each independently. In addition, experts rated their concerns for task, relationship and conditional favorability for each scenario on a modified Likert-type scale ranging from 0 (low) to 4 (high).

The ratings of these concerns were employed as predictor variables in a step-wise multiple regression analysis used to calculate outdoor leadership style. In other words, the procedure was designed to ascertain the respective contributions that concern for task, concern for group relationship, and concern for conditional favorability (all taken from the second survey) made to the expression of leadership styles (from the first survey). This analysis was conducted for two sets of data: those from the eight scenarios which fit the model and those from the four which did not.

The two regression analyses were congruent (with 42.5% and 20.5% explained variances respectively). For those data which fit the model, concern for conditional favorability entered first ($r = -.604$, $R^2 = .365$), concern for task was second ($r = +.457$, $R^2 = .391$) and concern for relationship followed last ($r = -.284$, $R^2 = .425$). For those data which did not fit, the same order was apparent: conditional favorability (r = –383, R^2 = .147), task (r = +.228, R^2 = .183) and then relationship (r = –.359, R^2 = .205). In other words, experts with high concerns for tasks were influenced toward an autocratic style and those with high concerns for relationships were influenced toward a more abdicratic style as expected. In keeping with the model, concern for conditional favorability, which (alone) accounted for about three quarters of the explained variance on initial entry, appeared to pull experts away from abdicratic and toward autocratic styles as they became more concerned.

Both regression equations were most accurate at predicting leadership style from the three concerns (task, relationship, and conditional favorability). Regardless of scenario perception, experts apparently followed the same algorithm (with related contributions of concerns) in determining outdoor leadership style. In other words, although some responses given to scenarios were not as expected by the researchers, the experts' choices of style appeared to have been made by the same logic and with similar consideration for the three concerns. This finding further substantiated the COLT model.

Summary

According to COLT, the style expressed by an outdoor leader depends upon the levels of concern for task and relationship, and upon the favorability of the conditions at that moment in time. In other words, the style expressed by an outdoor leader will vary with the pull or directional influence of these three axes variables. From the above two studies, outdoor leadership experts appear to choose their leadership styles on the basis of (and from a combination of) these three concerns, regardless of how they might possibly perceive situations. In summary, outdoor leadership style is most definitely a function of concern for tasks, relationships and conditional favorability, where the latter is a relatively new construct in the leadership research, thus one warranting further investigation.

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LEADERSHIP WITH PERSONS WHO HAVE DISABILITIES

By

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About the author: Debbie Sugerman joined Unity College in 1981 after working as a wilderness instructor at Touch of Nature Environmental Education Center. Her interest in working with people with disabilities in the recreation field led her to complete a PhD program in Adapted Recreation from the University of Maine. She now teaches courses in outdoor recreation activities for both able-bodied people and people who have disabilities.

Abstract: In order to effectively instruct people who have disabilities, four specific areas should be considered by the leader: (a) personal attitudes, (b) available resources, (c) communication, and (d) adaptations. Although a skilled leader should be able to work with anyone regardless of ability, these factors will enable her/him to concentrate on the similarities of instruction rather than the differences.

According to Buel (1983), leadership is the "process which assists an individual or a group to identify goals and objectives and to achieve them." (pg. 6) When working with a person with a disability, as with any person, the leader or instructor tries to help that individual achieve whatever goals that person has set for her/himself. The qualities that make a person a good leader are solid technical and interpersonal skills which allows the leader to work with anyone, regardless of ability. There are differences in working with a student who has a disability. In order to work effectively, four specific areas should be considered by the instructor: (a) personal attitudes, (b) available resources, (c) communication, and (d) adaptations.

A leader must first be aware of her/his personal attitudes towards people with disabilities. She/he must confront any discomfort and overcome feelings of pity, nervousness, etc. Most discomfort comes from not knowing what to say to or how to act around people with disabilities. Weber and Zeller (1991, pg. 4) give the following suggestions to leaders: (a) remember that people are still people, despite disabilities; (b) relax; (c) look directly at the person and maintain eye contact; (d) try to stay on the same eye level by stooping down to talk with a person in a wheelchair; (e) ask permission before leaning on or using a person's wheelchair, crutches, etc.; (f) speak as you would normally without avoiding words such as run, walk, etc., with a person who has a mobility impairment; (g) when speaking to people with a hearing impairments, make sure they have a clear view of your mouth; (h) when speaking to a person with a visual impairment, be sure to introduce yourself and use the clock method to assist the person in locating or avoiding something; (i) don't shout, as most people with disabilities have normal hearing.

Other ways that a leader might become more comfortable around people with disabilities is to volunteer in the local community or to go on a trip as a participant with one of the many organizations that run integrated trips such as Wilderness Inquiry II or Shared Adventure.

The second area that a leader needs to address is the resources available. Instructors do not, necessarily, need to know everything about disorders and disabilities that people in their groups might have. They do need to have available resources so that if someone in their group has a specific disorder, they can refer to the resources for pertinent information, e.g., a description of the disability, health and safety issues, implications for instruction, proper lifting techniques, and possible equipment adaptations. Good sources of information include *The LIFE Resource Manual* (1988) and *Canoeing and Kayaking for Persons with Physical Disabilities* (Weber and Zeller, 1991).

The third area for a leader to address is communication with participants. In order for the leader to effectively instruct, she/he must be able to communicate with her/his students. Likewise, the students must be able to communicate with the instructor. Some students may require communication systems that are specific for their needs (Dunn and Fait 1989). It is imperative for the instructor to figure out how each student communicates, i.e., by speaking, ASL (American Sign Language), head nods, etc., and to be able to work with that system. As with instruction with any group of people, it is important that the leader teaches to the various learning styles of the group. The leader should make sure that information is given so that students can hear it, see it written, can touch it, and participate in it.

The final area of consideration for leaders is the use of adaptations. As much as possible, standard equipment should be used for activities, and adaptations made only as needed. The more extensive an adaptation, the more it may adversely affect the basic nature of the activity. This may in turn adversely affect the benefits to the student (*The LIFE Resource Manual* 1988). If the instructor feels that some adaptations may be necessary, she/he should have several options to work with. The instructor and the student must work together to figure out what adaptations might be useful and which ones work and which ones do not work. These choices and decisions offer opportunities for creative problem solving between the instructor and student with a disability (Weber and Zeller 1991).

Quality instruction can open up new worlds to people with disabilities. Through consideration of the areas of attitudes, resources, communication, and adaptation, leaders can become even more effective in their instruction. Then they will more than likely find that there are more similarities than differences in instructing (Weber and Zeller 1991) and that people with disabilities are more similar to, than different from, able-bodied people (Dunn and Fait 1988).

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THROW A PARTY

By

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About the author: For the past 20 years Denise Mitten has worked in adventure, outdoor, and environmental education. She has had opportunities to work with women, youth, inner city African-American youth, men, women offenders, homeless people, women survivors of sexual abuse, and nuns in emotional recovery. She has extensive experience working with heterogeneous groups that include all these types of people as well. Ms. Mitten brings a comparative perspective regarding the value and uses of various leadership and motivation styles with many different groups. Ms. Mitten is one of the most widely experienced adventure guides in the business. She has led climbs on Mt. McKinley and in the Himalayas; SCUBA dived in the Caribbean and the Galapagos Islands; taught skiing in Colorado; taught and raced whitewater canoeing; guided raft and kayak trips down the Colorado, Green, and Rio Grande rivers; taught rock climbing in California, Washington, Colorado, and the Midwest; led bike trips in Europe and New Zealand. As Executive Director of Woodswomen, Ms. Mitten combines her breadth of guiding experience with a scientific (MFS at Yale University) emphasis and administrative background. Ms. Mitten developed and refined Woodswomen's acclaimed leadership program both through Woodswomen programs and as a faculty member at Metro State University. This leadership style focuses on both ethical and inclusive leadership. Ms. Mitten is a member of the American Mountain Guides Association and the Association of Experiential Education.

Abstract: Everyone has fun at a successful party. They think about it for weeks, remember conversations and look forward to coming back to your house. At Woodswomen we know that having fun is the key to motivation for special populations. That is why we teach the hostess concept of guiding. I use the analogy that a good leader resembles a good hostess. First the leader sets a stage where people can feel safe and comfortable. The leader helps set a tone of enjoyment and lightheartedness as well as inclusivity. Then the leader encourages people to relax and have fun. When people are having fun they are more likely to learn new behaviors that the leader models and feel good about taking risks. This results in enhanced self-esteem and an increase in self-confidence which leads to a *can-do* attitude. This attitude feeds into the experience being both successful and fun. Using the party concept, it will follow that people will have successful and perhaps life-changing adventures. People take their accomplishments with them in increased self-esteem and pride, often realizing that this trip need not be an isolated event in their lives.

Everyone has fun at a successful party. They think about it for weeks, remember conversations, and look forward to coming back to your house. At Woodswomen we know that having fun is the key to motivation for special populations. That is why we teach the hostess concept of guiding. I use the analogy that a good leader resembles a good hostess. She checks in with participants and encourages them, but avoids telling them what to do. Miss Manners says that a good hostess circulates freely among guests and is accessible to all. Leaders also let the participants be responsible for their own actions, just as the guests are responsible for having a good time and contributing to the entertainment rather than just being entertained. In the same spirit, trip leaders seek to encourage participants to accomplish their own goals.

The goal of the hostess concept of guiding is for the leader to help create a trip atmosphere that encourages people to develop or express self-esteem. In order for a person to develop self-esteem as an infant, youth, or adult, the person needs to be in a nurturing and structured environment (Clarke, 1979). The trip atmosphere must feel safe and comfortable. Then people can be child-like and have fun which helps them be open and receptive to learning.

The hostess concept of guiding is effective with all populations because most people learn and relate well when they are comfortable and having fun. It is especially effective and in fact necessary with special populations because people joining outdoor trips from special populations tend to do so in an attempt to develop self-esteem. The hostess concept of guiding provides the necessary atmosphere for this development.

The Leader

The leader is the key to a successful party. In putting together a trip the first ingredient is a leader who feels comfortable hostessing or *throwing a party* in the area of the trip. This leader needs to be well-trained and well-briefed in the art of throwing parties. The leader needs to know how to have fun and how to encourage others to have fun and feel comfortable at the party location as well as possess a host of other outdoor leader requirements. Leaders are responsible for helping people take safe, manageable steps towards gaining new skills and attempting new challenges or risky endeavors. As a leader, one balances keeping the trip safe while giving the participants the freedom and opportunity to make and carry out plans.

Joy Hardin did ground breaking research on participants' expectations and outcomes on outdoor courses. She found that because participants look to the leader for direction and protection, the role of the leader is a powerful one. In Hardin's doctoral dissertation, *Outdoor/Wilderness Approaches to Psychological Education for Women: A Descriptive Study*, she talks about the goals of outdoor leaders and their impact on the participants. Her research supports the idea that a leader's goals and assumptions influence the experiences of the course participants:

1. Her behavior has known effects on participant outcomes.
2. Her expectations have known effects on participant achievement.
3. The match or lack of match with participant expectations strongly influences participant learning.

Following from Hardin's conclusions, it is clear that, as a leader, one has many opportunities to influence the trip. Subtle or not-so-subtle comments help set the tone of the trip. For example, at the beginning of a trip similar to the beginning of a party, participants often feel nervous, awkward, anxious, excited, and/or expectant. If the leader is excited, eager to embark on the journey, and at the same time calm and confident, the participants will probably pick up on this and be assured that the leader can do her part in making the trip safe and successful. As the party starts, the leader can help facilitate introductions and expectations and help people meet other people who she knows may have common interests and experiences. The leader needs to be available to answer a myriad of questions, sometimes over and over again. And of course, the leader needs to be versed in the answers. This is analogous to knowing where the bathrooms are, where the dishes are, where the extra role of toilet paper is, and where the fresh ice is. The leader's attitude helps set the attitude of the party. For example, if she is available to answer questions and is nurturing while providing structure, the participants will tend to feel comfortable and also be supportive of each other.

At the beginning of the trip, the leader needs to offer a great deal of structure. People new to the wilderness can not accept nurturing or develop trust until they know where they are going to sleep. When people arrive at a party, they need to be greeted, told what is expected of them, and where to go to get in on the action. To most people it is important that a trip be organized. Especially in the beginning, people want details about safety, meals, and how general trip logistics are to be organized and taken care of. The greater the perceived risk or challenge, the more structure people say they want. Novices especially desire structure. It increases their trust in the leader and enables them to be more comfortable trying new activities. A wilderness trip involves a great deal of task focus especially in the beginning: packing gear, traveling to a destination, setting up initial campsites. Many of the early connections between trip participants are made at this task level. When people can channel their nervous energy into tasks, tension is eased, fears subside and, some people find it easier to talk as they work together. Having adequate structure at the beginning of a trip facilitates people starting to form relationships by giving them access to the group and each other. The leader will need to be directive and dispense information that participants need to be safe.

Providing a Sense of Belonging

A leader helps create a positive atmosphere for relationships to develop by creating a trip setting that feels emotionally, spiritually, and physically safe. In a supportive and nurturing trip environment, participants will often respond by feeling good and having fun which leads to: taking the initiative to try new activities and skills, reaching out to others, cooperating as individuals to accomplish group tasks and goals, and allowing themselves to recognize and fulfill their wants and goals.

A leader can encourage and discourage norms. Some norms are conducive to healthy relationships: It's O.K. to ask for help; everyone is welcome; or individuals can speak up when tired or hungry. Leaders can promote norms that help people feel safe. For example, people may learn to watch out for each other or be sure that everyone gets served the first helping of a meal before people have seconds. These norms also help people feel included. Other norms tend to alienate people: sarcastic teasing; ethnic, racial, or homophobic jokes; or pushing well beyond ones limits.

Leaders need to be sensitive to how they use humor. Many of us have our favorite groups about which to joke. For example, some of us may joke about lawyers, some of us may joke about doctors, and others about ethnic groups. Any joke that the leader shares or that is shared by a guest that the leader finds amusing, has the potential to be interpreted by other participants as a warning that they may or may not be included. Even though no one in the group may be a member of the group joked about, by modeling that people *are* the butt of the jokes, the leader creates an unsafe atmosphere.

Feeling accepted and feeling a sense of belonging are important ingredients to being present and therefore to having fun. When participants do not feel safe, often levels of performance go down and the safety of the trip can be compromised. Therefore, the leader setting a tone for open communication and rapport--which helps develop support systems and group cohesiveness--is important for building the fun, party model.

Being accepted for who they are for many people means feeling trusted and respected and having their differences acknowledged and affirmed. It also means feeling safe to state feelings. It takes time to develop trust and respect which are necessary for healthy relationships. Because people tend to establish connections with each other in outdoor situations, relationships can be based on dependency rather than on trust and respect. If relationships are based on dependency, for example, if a participant establishes a relationship to ensure that she will have food, shelter, and protection and that she will be liked and not be left behind, this may be at the expense of her emotional or spiritual safety. A participant may feel that she shouldn't not talk about certain things about herself, or not show any weakness, or perhaps not show strength in order to be accepted. She may join in ridicule or joking about others in order to be accepted. If she compromises her integrity in order to be accepted, then by definition, she can't feel emotionally and spiritually safe.

In my experience, I have found it important to pay attention to how these connections are made. What influences people to connect and the kind of connections made influence the trip atmosphere. Healthy connections can add to group cohesiveness, enable people to feel good about themselves, and give them opportunities to grow. Unhealthy connections can divide a group; create unsafe conditions; or cause people to compete for food, shelter, and protection.

One of the primary things that unites a group immediately in a wilderness setting is the survival aspect. Some groups seem initially to view this as uniting against a common difficulty (for instance high winds while canoeing, constant rain, or a mountain pass). During the course of the trip, I encourage leaders to try to redefine this as working as harmoniously as possible with the wilderness and not spending energy fighting it.

Setting a trip pace that includes time for leisurely chatting provides the time and space for healthy relationships to form. Many people come on a wilderness trip in a time of personal transition, and often people are expected to make major personal decisions or changes on a trip. People need relaxed time by themselves and with others to reflect and to process these decisions and changes. People tend to form trusting relationships by sharing personal information so there needs to be relaxed days with time for talking. This may also include special day trips for those who wish to continue a more active pace and choose to connect around an activity. Additionally, connecting around leisure time activities is important in establishing long-term relationships. A trip schedule of always-on-the-move will impede the formation of trusting relationships. A pace that constantly pushes people to their limits can cause resentment. Relationships may be built around these resentments rather than positive aspects of the trip.

Planning a pace that includes time to share and relax is different from offering a trip with no structure. People want to accomplish goals, see new territory, and try new skills. All these expectations are compatible with a trip structure that also accommodates a flexible trip pace.

As the trip progresses, the leader is often less directive about tasks. In accordance with the trip goal, she begins teaching more technical skills to the group, to sub-groups, and to individuals. The leader continues to be friendly with participants, checking in personally with each in order to stay current with them.

Know the Population

The leader may need to emphasize various features of this model depending on the special population involved. The leader needs to be familiar with behaviors and attitudes of special populations she works with. This will help her more accurately interpret the meaning of their behaviors. For example, people of different class backgrounds may have different ways of expressing anger and joy. When working with a population with food issues, leaders need to know that the participants may need to believe that there is plenty of food and that food will not be used a reward or punishment.

When working with a special population, leaders need to be aware of particular situations that present challenges and special risk to members of that population. For example, when working with survivors of sexual abuse, it is import to realize that buzzing insects, pelting rain and lightening, can bring up very strong feelings of discomfort and of being invaded. A responsive and aware hostess can help participants through some stressful moments. It is important for members of special populations that come from abusive backgrounds to learn to experience patient and understanding leaders. Often for these populations violence, harsh words and explosive behavior have been used as motivators. By the leaders modeling patience and understanding even when going through power struggles with participants, they help these participants learn respect, patience, and understanding. The participants then can use these ingredients with their children and people they work with rather than falling back on learned behaviors of using abuse, violence, and explosive verbal behavior.

Even Parties Have a Goal

While fun is the key ingredient for motivation and for a successful trip it is not the focus of the trip. The goal established by the program staff or the leader needs to be kept in mind throughout. It is important to have and state a clear trip goal at the beginning of the trip. For example the goal of a dinner party may be to have hors d'oeuvres, a main dish, and desert. If the hostess focuses on having fun and people are having a great time eating hors d'oeuvres and chatting, and she forgets to serve dinner then the dinner party will not be a success. Likewise, if the goal of a trip is to bike from Arthurs Pass to Queenstown and the participants are having so much fun at Fox Glacier that the leader forgets to keep biking, the trip goal will not be met and the success of the trip is compromised. Another trip goal could be to canoe safely for seven days learning the basic canoe and camping skills. In addition to the common goal, individuals have the opportunity to set and accomplish personal goals such as learning to fish or make a pineapple upside down cake. This also gives the group positive projects around which to have fun.

The Opportunities of Working with Homogeneous Groups

Special population is often used in our field as a term to refer to groups with a homogeneous element. I specifically refer to these groups as having *homogeneous elements*, rather than being *homogeneous groups*, because it is too easy to forget the amount of variety and diversity among the participants in special population groups.

There are special opportunities for participants in groups that have homogeneous elements. Most participants in special population groups say that emotional sharing is easier and that "It feels good to be with people that have enough in common that we don't have to explain everything." This is of great value especially when there are lots of new potentially stressful information to deal with. Having something in common, people within the group have some baseline of similarity that can contribute greatly to the feeling of emotional safety.

People often see the homogeneous elements as a weakness. For example, "I am hindered having to go through life as a woman" or "I am hindered having to go through life as a physically challenged person." However, after successfully facing challenges together as part of a homogeneous group participants can see the weakness as a strength or can get rid of self-imposed limitations.

In all-women's experiences, many women discover how enjoyable and powerful it feels to be part of an all-women's group. As a result, their attitudes towards women and towards themselves change. In an emotionally safe atmosphere, born of group support, participants gain confidence, competence, and strength as well as new options. They discover they can accomplish and enjoy unfamiliar activities and tasks and also think in wholly new ways. Women discover their own power or expand their self images. Women often go past self- and society-imposed ideas of what is possible, both as individuals and as women. This results in higher self-esteem and more self-reliance enabling women to return home more actively involved as responsible community members, family members, or relationship partners.

How to Keep the Party from Dragging

Leaders are instrumental in keeping the group process in motion. This includes encouraging women to be open about their fears, by leaders being accessible and human rather then perfect, never scared, tired, or hungry. If I am especially bothered by the bugs one day or if I am especially tired, I make a point of saying it. A leader's attitude about herself and her own self-esteem are important when she facilitates group process. Since we help people set goals, it behooves us to be clear with ourselves about what our goals are. Appropriate personal boundaries help one's guiding be non-intrusive. Appropriate leader boundaries help the participants focus on their trip, their goals, and their relationships with each other. It can be easy for the leader to slip into being the center of attention. Since we know what to do, and often are more relaxed than the participants, we can easily be the most vocal or the most humorous. If a group revolves around the leader, relationships among members are inhibited. The leader can also be the center of attention by being absent. People can bond unhealthily around their fear of being alone or resentment of the leader's absence.

Quotes from a Special Population Made Up of Women Convicted of Felonies on Trips Where the Guides Used Fun as a Motivator

"I learned to take risks I never imagined I would take. I learned to relax with nature. Everything felt in its right order. What was equally important was to be comfortable with patient and understanding guides. That made all this worthwhile and a great learning experience. I feel no regret in taking the risk of the unknown. I'm looking forward to the next adventure."

"I had a great experience at Wilder forest. I liked all the women and I felt very comfortable there. It was great. I enjoyed eating vegetables and fruit. I feel really heathy and strong and like I want to continue taking care of myself. I know what is good for me but it was nice to practice it."

From the quote above I realize that providing good and abundant food and ample comfort with a relaxing and fun party atmosphere is important for members of special populations. As the woman above so clearly stated, she realized how healthy and strong she felt when she was able to have both the fresh air and the opportunity to take care of herself. This positive experience may motivate her to continue to take care of herself.

"I will leave here feeling strong and self confident. I enjoyed the rock climbing and the rappelling. I also feel like I did a good job. I am excited to try it again. I also want to continue exercising. It feels really good, and I need to get stronger. I also feel strong because I am usually very dependent on men and I know I don't have to be. I saw all the different women, and they gave me motivation to be independent. I respect those women. I have a lot of power inside of me. This was the perfect time for me because I am dealing with a lot of issues and I needed to rediscover some of the strengths, hopes, and some of the serenity."

Summary

Having fun is a key to a successful outdoor experience. The leader creates the stage for this in addition to ensuring that all decisions and endeavors are, in her best judgment, safe. In order for people to have fun they need to feel like they belong and feel safe. When people feel like they belong they are more likely to feel confident and have a can-do attitude. Attitude feeds into the experience being both successful and fun. Using the party concept, it will follow that people will have successful and perhaps life changing adventures.

The leader sets the platform so people have the opportunity to feel emotionally, spiritually, and physically safe. The leader helps set a tone of enjoyment and lightheartedness as well as inclusivity. In a supportive environment, people more easily choose to challenge themselves and take risks. People take their accomplishments with them in increased self-esteem and pride, often realizing that this trip need not be an isolated event in their lives. In summary, a key motivator for people to be involved, learn, and accept challenges is fun.

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LEADERSHIP STYLES
QUESTION AND ANSWER SESSION #2

From transcriptions

Moderator: Mike Stoll, Outward Bound Instructor--Corporate Sector
Panelists: Denise Mitten, Maurice Phipps, Simon Priest, Deborah Sugerman

MR. STOLL: We have allotted an amount of time. Ten minutes is what we have until lunchtime. What I would ask is, if you have questions, make them as succinct and brief as possible, and likewise, the answers from panelists as succinct as possible. And the questions.

I know there are going to be more questions than we can handle. If you have something you really want to talk to someone about, and you don't get that question asked, find a great place to go to lunch. Make a good offer. So, we will start off with questions.

MS. DUMAS: I have a question for Denise. In your rolodex, or whatever, how can you start at the top of safety, if your goals are at the bottom? Don't you have to have a goal and objectives first before you--?

MS. MITTEN: If I am halfway up Mt. McKinley, I will cancel my goal in order to stay safe at that point in the trip.

Now, my goals, both the group goals and individual goals, they have been either established before the trip or as soon as the group has arrived. And then we jumped ahead to the trip, and this is my operational rolodex as a leader after the trip starts, and that way, everything is going back to safety first.

That is really a good point because sometimes we get the goal ready at the top when we are operationalizing the trip, and that can lead to unsafe situations. So, once operationalization, safety is always the top in my mind.

MR. LINDSEY: Is safety the priority as a leader? That's what you are going to be held responsible for by the legal system.

MR. PHIPPS: That always provokes a lot of questions. You can't be delegating all the time as an outdoor leader. I think there are very good instances where you can, but it does depend on the ability of the group; if you never back off from the group, you will be an authority figure--that's affecting motivation, that's affecting good group dynamics, and success of the expedition. There are occasions where you would tell because of autocratic kinds of things, like a time factor in safety. Sometimes safety decisions might be left to the group because if you are telling a person who knows what they are doing, thoroughly knows what they are doing, and you are acting like a sergeant major to them, they might say, "Well, heck, you know, forget it, I am going to turn and be awkward," because that's how people react sometimes to autocratic behavior.

So, sometimes it might be better, even in safety situations, as long as you have used the correct judgment in the ability of the group, to delegate that responsibility--not the responsibility, to delegate that decision making. You can never delegate the responsibility of the group.

MR. COCKRELL: I don't think there is all that much difference between the models. Let me take ten seconds and get you both to react. Simon, it seems to me that your continuum of autocratic/democratic is simply another way to rephrase telling, selling, participating, and delegating, going from high-end task orientation, and sort of an autocratic approach, to the other end of the continuum, which is more democratic and more relationship oriented. It seems to me like you have added to the situational leadership model and its applications. You have added a couple of other dimensions, in addition to group maturity, as the contingent, as the criteria for selecting the appropriate leadership style. However, a good portion of the ones that you have identified in your favorability rating match pretty closely with what Hersey and Blanchard discuss in their definition of group maturity.

It doesn't seem like there is any major discrepancy there either. And, I also feel like in some of your writings, Maurice, you have been willing to say that when the group goes to a new activity or to a new environment, the progression of the group's maturity level, which dictates the style may, in fact, regress to prior stages, which would be consistent with what Simon is saying about situational favorability.

So, all in all, to me, it seems like you guys are saying pretty much the same thing, just different language. What do you think?

MR. STOLL: Simon, did you want to respond?

MR. PRIEST: In regard to the maturity issue, I think what I have trouble with in Hersey and Blanchard's model is in one of those quadrants. There is a limited maturity, you see, because across the bottom they have low, medium, high. So, in quadrants on the left side, you have low and medium; according to the right side, you have medium and high. So, if you are on the right or if you are on the left side, what do you do with the high maturity group? That's one that has been documented in numerous rebuttals to the theory. With regard to the difference, I think that, again, it is a theory developed for business and military applications, and I believe that for those reasons, you don't account for condition favorability, which I think is what makes us special.

And, I think it has timely involved our own body of knowledge, part of the profession, and you know, it is not a set theory. I think it needs a lot of improvement. Generally, I agree with Maurice's work, and we have talked about them a lot.

MR. STOLL: I would like to allow Maurice to respond.

MR. PHIPPS: It (situational leadership) is a lifecycle theory in that you are trying to push the group into that delegating box so that you can delegate to them the idea that you are trying to let your followers take over. So, it is an empowering theory, that is what I really like about the theory, and I mentioned words earlier on such as leadership and facilitator.

Words are extremely important, and I have a hard time with the words, you know, like abdicate and laissez-faire. I have a hard time with those two words; I don't want to ever suggest that I could ever abdicate as a leader. I can delegate, I can step in and go back to telling and selling.

Drew (Lebby) referred to this. I think Simon defines it differently, but if you say democratic leadership style, it infers voting, and in the outdoor world, that is extremely dangerous because three vote one way and six the other, then three people do not have ownership of that decision, and so, consensus reaching is really important. I think Simon believes that, too, but the use of word democratic infers voting.

MR. STOLL: Thanks. Both of your comments helped clarify the distinctions.
MR. COCKRELL: Just to add to that, Simon, you commented that you feel there should never be a laissez-faire. What about safety situations where you have to do this right. When the people are mature, up at a site, and they are starting to do it, the delegating parts of it?

MR. PRIEST: I understand the definition of the terms because Maurice is quite correct when he says that the words are important, semantics. Abdicratic is a style where you abdicate power for decision making to the group, but you don't give up and take off. For instance, when your group walks out or climbs on their own, I'm sure that Maurice goes along and shadows the group as many of us do. So, you are there, you are prepared to help. Laissez-faire is we will see you on the road ahead, which you have done on occasion with people, but I still don't think for the majority of leaders it is appropriate.

Dictatorship is like totally disempowering to people. So yes, in a situation where there is an emergency, I think it is necessary, in most conditions, to be autocratic; however, a dictatorship takes so much power away from the group that any progress you have made over the lifecycle experiences that you have with them is totally shattered. For that reason, and you have all seen the guy up there, most of them, up there with the whistle, you know, telling people how to do it. Also I think it is important to realize that the emergencies don't have to be autocratic.

I've had students with a strained ankle where the conditions have been so favorable, and the group has been so tight that I have said, "All right, we have a sprained ankle here, you deal with it, and I will be here if you need help." That's my abdicratic style. You don't always have to be that way in emergencies.

MR. STOLL: Time for one more question.

MS. CASH: This is to Denise and Debbie. Both of you work with special populations. How do you deal with the question, "Well, how can you experience this, how can you take me out into the woods or into the river, and you are not handicapped?" You (the leader) have never been abused. How do you deal with that in a group situation or in a one-on-one situation?

MS. MITTEN: I think it is an important question, and personally how, as a leader, I work with that is going back to what Debbie had on there, is I learned everything I can about the special population I am working with. In addition, I put myself in enough situations that I am, say, dependent on another person as everyone puts themselves in when they come on your trip with you as the outdoor leader. So, every year, at least once a year, I go on somebody else's trip where they are the leader, and I am the participant. I want to keep that awareness always of what it feels like to be a participant. That and a lot of education about the special population group with which I would be working.

One more comment related to that is I am very uncomfortable, possibly because I work with special populations, but I think with all populations, separating the words task and relationship as a leader. I am in constant relationship with my participants, and, in fact, I have even gotten rid of saying the role of a leader. I don't want to look at the role, I don't even want to look at leadership styles. I want to look at myself as a leader in constant relationship to my participants, that is real key with the question that you asked, Robin, is I am in relationship with them all the time. The relationship is defined by my job, but that relationship piece is there.

MS. SUGERMAN: It is an interesting question, and there are many organizations that will not hire leaders who do not have that certain background. If you are not a vet (veteran), then you can't run a vet's course, because you don't understand. I am not sure that I agree with that totally, but I think I agreed with what Denise said about it is a--it is a group effort, and conflict when you go with adaptations. You know one aspect of it (a special or different element), the participant knows another aspect; you work together to try to accomplish something. It is always a learning situation, no matter who you are.

MS. MITTEN: One of the best books that you may be interested in reading is Barry Kaufman's book called *Sunrise*. It enables you to get that feeling. The Kaufmans had an autistic child that they self-educated, and you can see what they are talking about: If I am not autistic, how can I work with autistic people? The concept is fascinating.

MR. STOLL: Thank you. I would like to express the appreciation for our panel. This is also for your questions and attentiveness.

PROFESSIONALISM CENTER STAGE
A Flowchart for Teambuilding

By

David Secunda
Executive Director
The Outdoor Network
Boulder, CO

About the workshop leader: Dave Secunda is currently the Executive Director of The Outdor Network. In addition, he is the Associate Publisher of *Trilogy Magazine*, a publication focusing on outdoor recreation, environmental education, and industry. He also is the President of the Environmental Education Institute, a nonprofit organization directed at large-scale public education projects. David recieved his BA in Psychology and Outdoor Education from the University of Colorado, Boulder. He has worked in the U.S. and abroad with Outward Bound Schools and was formerly the Director of the University of Colorado Outdoor Education Program. He has extensive experience in publishing, business management, experiential education, environmental issues, and public relations.

Workshop description: This session interactively presented a concept for a group activity/discussion to increase your staff's commitment towards promoting professionalism in their everyday interactions with clients. The process involves personal and group values clarification, goal setting, and evaluation. It is designed to acutely increase awareness that people have in their interactions with the public and how this affects the perceptions of their organization.

- Large group brainstorming: Start with a short introduction, then pose the question, "What are the elements/components/factors that are involved in professionalism?" List all contributions on a flip chart or chalk board.

- Small group brainstorming: After a couple of minutes of large group brainstorming (used mainly to get the group on track), break into smaller groups (four to six people) and continue the process using the same questions. If many people are involved, you may want to ask for "the four most important factors in professionalism." Give each group 15-20 minutes and have them record their ideas and choose a group spokesperson.

- Reassemble as a large group and ask each spokesperson to share his/her group's ideas. Write these ideas on a flip chart or chalk board. If one response is given by more than one group, put a star by it for each additional time it is mentioned.

- At this point you may wish to pick out the significant factors that seem to comprise the conceptual foundation. It may be useful to create categories under which to write the responses (this can be an organizational tool). The categories used in this presentation were: Information Sharing Systems (e.g., organizations, journals, seminars), Conceptual Knowledge and Mastery (e.g., teaching techniques, people skills, planning), Technical Competency (effective use of environment and tools), and an "other category (e.g., self image, integrity). Come to a general agreement as to the critical components of professionalism.

- Brainstorm how these components can be directly integrated into your courses. Write all ideas on the flip chart or chalkboard. Possible points to touch on are planning, organization, presentation, interactions, and feedback.

- Pass out paper and pens and ask each person to make a personal list of short- and long-term goals in the realm of professionalism. These are for their personal use only. Request that the papers be kept accessible (in their staff manual if applicable) and suggest they revise and update them to create an effective tool.

- Bring the group to a close. As soon as possible after the presentation, type the group brainstorming ideas of how the components can be directly integrated into your courses. Distribute the typed ideas to all who participated. You may wish to bring these factors up at successive staff meetings and trainings.

EXPEDITION LEADER STYLE ANALYSIS

Developed by

Maurice and Cindy Phipps

About the workshop leaders: Cynthia A. Phipps holds an MS in Community Counseling from Mankato State University in Minnesota and a BA in Psychology from the University of Minnesota at Morris. Cindy co-led both therapy groups and educational wilderness groups. She has served as the director of a mental health center and focuses much of her training on the management of groups.

Maurice Phipps has a PhD in Education with an emphasis in parks, recreation, and leisure studies from the University of Minnesota. He has a background in outdoor recreation from the United Kingdom, Australia, and North America. He has worked in public, private, and nonprofit agencies, including outdoor-pursuits centers, and schools. His research interests are group dynamics and psychology in relation to the outdoors. He is the author of *Canoeing in Australia*.

Workshop description: The workshop is designed to illustrate dominant and alternate leadership styles for participants and their adaptability and effectiveness in relation to expedition settings. The connection to a systematic approach to learning leadership will also be addressed. The instrument used to measure the leadership styles is an inventory called ELSA (Expedition Leader Style Analysis). In respect to empirical validity, the Point Biserial correlation showed significant findings in relation to the item responses selected as the *best* leader style choice and the effectiveness totals for all 12 situations used. The inventory also produced a response option frequency distribution showing it to be a satisfactory discriminating test (Ballard, 1989).

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Ballard, M. (1989). *A study to validate the ELSA inventory*. Unpublished senior project, California Polytechnic State Universtiy, San Luis Obispo.

In the following 12 situations, assume that you are the leader or are assuming the leadership of the group. Following the description of each situation are four possible actions that you might initiate. Choose which decision you would most closely describe as YOUR behavior in the situation presented. Circle only one choice.

The group is a task-oriented group. In selecting the answers please stay with the same kind of group in your mind to enable consistency in your answers throughout the inventory.

Leader Trainers: When taking this assessment, read the situations and decisions as if you are part of the group, not a facilitator supporting the leadership on a training course/expedition.

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EXPEDITION LEADER STYLE ANALYSIS 110

1. You have been initiating friendly conversation and showing concern for the group as individuals. Their performance is declining rapidly. You would...

   a. Discuss the goals and the importance of task completion.
   b. Wait for the group to formulate a solution and be prepared to give direction.
   c. Talk over the problem with the group and then set goals for them.
   d. Allow the group to carry on without interference.

2. Your group is working efficiently; in fact they are doing considerably better than on previous days and you need to meet deadlines. You have been checking individuals so that they understand what is expected of them. You would...

   a. Show camaraderie and continue to check that individual's understanding of what is expected.
   b. Leave the situation alone, taking no action.
   c. Take steps to enhance feelings of belonging and importance.
   d. Stress time limits with regard to what needs to be done.

3. An issue has arisen in the group concerning which geographic direction to take. They don't seem to be able to resolve this problem. The group has been functioning well and everyone has been getting on well together. Previously you have not interfered. You would...

   a. Explain to the group which way to go and why.
   b. Leave it to the group to resolve.
   c. Immediately guide the group using a firm manner.
   d. Problem solve with the group.

4. Because of extra difficult terrain and time constraints, you are considering a change in the expedition plan. The group is extremely capable and have been functioning well. They accept that the plans need to be modified. You would...

   a. Talk over the alternative plans, but be as nondirective as you can.
   b. Make a new plan and make sure the group follows it.
   c. Let the group decide what to do.
   d. Encourage input from the group, but you choose and implement the change.

5. During the final stages of the expedition, many of the goals haven't been achieved. Previously reminding the group on a continual basis about specific objectives has been effective. They have been acting unconcerned. You would...

   a. Leave it to the group to work out the problem.
   b. Encourage input from the group, but make sure that you achieve some goals.
   c. Discuss the goals again and what is expected. Be directive.
   d. Explain that you want group involvement.

6. The authoritative leader of the expedition has been evacuated, leaving you in charge. You are half-way through the expedition. The expedition is functioning effectively. Without losing control of the group, you would like to create a more open communication climate. You would...

a. Enhance the group's self-esteem.
b. Keep the focus on time lines and goals.
c. Do nothing and allow the group to continue on its own.
d. Ask for more group input but make sure the expedition objectives are met.

7. You are in the final stages of your expedition. You are thinking of making a change of plan. Members of the group have suggested a change of plan. The group responds well to trying different alternatives and they are fairly experienced expeditioners. You would...

a. Decide and organize the change yourself.
b. Use a participatory in deciding the change, but allow the group to execute the plan.
c. Be open to suggestions, but retain the authority to execute the plan.
d. Let the group make the change of plan.

8. The group understands the responsibilities and members are showing good capabilities. There is a high-level of camaraderie in the group. You are concerned about your own seemingly lack of direction. You would...

a. Leave them alone.
b. After getting input from the group, initiate changes that you think are necessary.
c. Obtain tighter control by restructuring procedures.
d. Discuss the situation with your group, but give as little direction as possible.

9. Expedition behavior in the group (group norms - expected behaviors) is extremely unsatisfactory. The group has been together a very short time. Goals are not clear and cliques are developing. You would...

a. Leave it to the group.
b. Ask for input from the group, but push to meet objectives.
c. Discuss the goals and be directive.
d. Involve the group in goal setting, but be nondirective.

10. The punctuality standards on your expedition have been declining. Even though your group normally demonstrates responsibility, they are not reacting to your directions regarding these standards. You would...

a. Encourage the group to discuss the standards.
b. Refresh the group about the standards and enforce them.
c. Do not push the issue at this time.
d. Ask for input from the group, but ensure that the standards are followed.

11. The leader, who allowed the group to perform on its own, has been incapacitated and has asked you to assume direction of the group. Relationships in the group are good and goals are being met but only adequately. You would...

a. Be directive and define goals and objectives.
b. Solicit input from the group members and support quality input.
c. Call a meeting to examine past accomplishments, then you determine whether a change is needed.
d. Continue to allow the group to perform on its own.

12. The group has become aware of an interpersonal conflict. Until this time the group has maintained high morale, and they are highly mature expeditioners and understand interpersonal relationships and group dynamics. You would...

a. Identify the problem for the group, then suggest what they should do.
b. Leave the group to work it out.
c. Take steps to correct the situation quickly by directing the group.
d. Be supportive and participate with the group in finding a solution.

I LIKE YOUR SWEATER AND I LIKE YOUR SLACKS: OPPORTUNITIES OF HOMOGENEOUS GROUPS

By

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About the workshop leader: The author's background includes working twenty years in adventure education. She has had opportunities to work with many groups that have homogeneous aspects including women's groups, youth groups, inner-city black youth groups, women offender groups, groups of homeless people, and men's groups as well as extensive experience with heterogeneous groups which include all these types of people. Currently, the author works at Woodswomen, Inc., an organization specializing in adventure travel excursions for women and for women and children.

Abstract: A truly homogeneous group of people is an oxymoron, but it is possible to have a group of individuals who share a homogeneous aspect. The concept of homogeneity has taken on certain meanings in our society because of its power structure. This paper explores ideas about homogeneity and why people seek out or avoid groups with a homogeneous aspect. The benefits of being part of such a group are discussed as well as how leaders can maximize these benefits for participants in the context of outdoor experiences.

Introduction

Outdoor pursuits provide important learning experiences--experiences that can offer certain specific benefits when individuals participate as members of a homogeneous group. For example, many people recognize the benefits gained in a father/son relationship through their participation together on a hunting trip with *just the men*. This paper will examine the concept of a homogeneous group, how easily we can fall into dualistic thinking (for example, a group is either heterogeneous or homogeneous, or heterogeneous groups are better than homogeneous groups), enumerate some of the benefits individuals can gain from participating in outdoor pursuits as a member of a group with a homogeneous aspect, discuss the impact of our belief in the melting pot theory by discussing why some people avoid homogeneous groups, and talk about ways a leader can encourage the opportunities available to individuals in a group with a homogeneous aspect.

Dispelling the Myth of Homogeneity and Continuing to Value Diversity

If we spy a group of silver- and grey-haired people, we may comment that they are a group of older people. Looking from the outside in, we see this homogeneous aspect and we tend to define the group by that aspect (in this case age). When we say, "There is a group of older people," many would conjure up stereotypical assumptions. These assumptions include: the group members will be slow, set in their ways, conservative, in need of protection, and perhaps disinterested in adventurous activities.

In addition, if we brainstorm about ways the members of this group are diverse, we come up with such aspects as trip or life expectations, cultural background, learning styles, communication styles, political persuasions, interests, race, economic status, spirituality, age, gender, skills, physical condition, affectional or sexual preference, educational background, diet preferences, stress tolerance, and goal orientation. Therefore, while the group has a homogeneous aspect, the group members are also diverse in many aspects. Any of these aspects can also be a homogeneous aspect around which a group could form.

The language we choose to use to describe the group has an impact on how the information we give is interpreted. For example, if we say, "that is a homogeneous group," a very different image is brought forth than if we say, "that group has a homogeneous aspect or element." In the first case, we can lump everyone together. In the second case, it is much easier to treat the group members as individuals with individual needs, wants, and personalities.

Town people in Crested Butte probably view our group of outdoor leaders as a homogeneous group. Many probably see us as active, fit vegetarians who hug trees and climb mountains. However, we as group members are more likely to notice our differences and, in fact, some of our group members may wonder if they belong.

At this point, a good exercise is to list homogeneous aspects or elements that groups we may work with doing outdoor pursuits could have. These could include: being physically challenged or disabled, being women or men, being over 65 or under 21, being homeless, being sexual abuse survivors, and being ex-offenders. Next, for each of these groups, we can list the ways the members could be diverse. In an atmosphere of brainstorming our list is long which accents the point that we need to keep the perspective that people are individuals. This also means that while group members may have a common or homogeneous aspect(s) it is erroneous to imply that all group members are the same.

In fact, it is important to recognize and respect diversity in a group with a homogeneous aspect. A group that does not accept diversity can cause members to feel unsafe (Mitten, 1989). Members may be reluctant to work towards group goals and may even sabotage the efforts of the group to attain the goals. Common ways to create an atmosphere of inclusivity are to name diversities, point out the strengths of being a diverse group of people, use inclusive language, do introductions, as a leader learn names early and use them and learn about people's various interests and be able to discuss these subjects with them.

The Opportunities of Being Part of a Group with a Homogeneous Aspect(s)

Valuing diversity and being aware of homogeneity are both important. For example, Mills College was considering coeducation. The women students were very upset. Why? They said they chose an all-women's school because it is a safe place to learn, they get attention, get to develop all parts of themselves, and don't have distractions. In class, they are able to focus on learning rather than who is asking who out. Research shows that women from all-women's colleges become productive members of society. In fact, 75-80% of all women in high-ranking government positions and corporations are graduates of all-women schools while all-women schools represent less than three percent of the total number of colleges in the United States. This is a disproportionate number in relationship to the total number of women graduates with a BA each year in the United States.

The men at West Point also were bitterly against integration when they were forced to become a co-ed school. They lost their special camaraderie and were thrown into having to compete for the attention of women students.

The benefits resulting from being part of a group with a homogeneous aspect are different for different people, and people choose to be part of groups with homogeneous aspects for many different reasons. These include:

1. Special interests. Getting to rock climb with other enthusiastic rock climbers or being able to discuss politics with others interested in politics.
2. Intellectual satisfaction. Discussing Jewish literature with other Jewish people or talking about ecofeminist theory with other feminists.
3. Practical reasons. In the Mills College example, women knew that they would have a higher probability of attaining a higher ranking position if they attended an all-women's school.
4. It feels familiar. Sometimes there is a certain chemistry among people with homogeneous aspects.
5. Emotional sharing. Certain emotions are easy to share in groups with homogeneous aspects because it feels safe. Some people for the first time in their lives can feel part of a group and can feel that as individuals each matters to the leader and to the other individuals in the group. People feel they can be honest about their trip expectations, talk about important concerns and feel heard and validated.
6. Feel part of a community. Many homogeneous aspects are illustrated in groups' celebrations, for example, Oktoberfest, Harriet Tubman's birthday and Christmas.
7. To gain confidence and competence.

Why Women Choose All-Women Outdoor Trips

Examining why women choose all-women trips can give additional insight into the value of groups with a homogeneous aspect.

Miranda and Yerkes (1982) reported that women specifically enrolled in women's programs because they felt they would have a better opportunity to learn and practice skills and share common interests. Women felt they gained a better sense of self-understanding and they had the opportunity "to live in a stereotype-free environment." Women also said they went on these outdoor trips specifically to feel empowered, to relax, to have fun, to gain a sense of renewal, to network, and to find spiritual healing.

Some women join all-women's trips specifically to work with their fears. On a Colorado River raft trip, four women said they chose the trip because they were afraid of water and wanted to use this trip to explore their fears. Their hope was that after the trip their fears would limit them less. They said they chose an all-women's trip to have the freedom to express their feelings and get support when they needed it.

Janet, a human resource specialist, said, "I wanted to do something different. A whitewater rafting trip was the furthest from my imagination. I chose an all-women's trip because I wouldn't consider going on a trip with men I didn't know. It feels like a safer environment, and I don't have to deal with macho or sexual stuff. I could be nude if I wanted to be and not have to be concerned with the opposite sex."

There are special opportunities for participants in women's groups. In all-women experiences, many women discover how enjoyable and powerful it feels to be part of an all-women's group. Most women say that emotional sharing is easier and that "it feels good to be with people that have enough in common that we don't have to explain everything." This is of great value, especially when there is a great deal of new information to absorb in a potentially stressful environment. Knowing that within the group, people have some baseline of similarity also contributes greatly to feeling safe. Some women experience independence for the first time in their lives. For some women, being on an all-women's trip reminds them and reinforces positive experiences they have had as girls on all-girls' trips sponsored by groups such as the Girl Scouts, Campfire Girls, YWCA, and girls' clubs.

Women can see being a woman as a weakness. For example, some women feel they are hindered having to go through life as a woman. (In a similar way, a person might experience being older or being physically challenged as a weakness.) However, Mitten (1991) reported in *Meeting the Unknown: Group Dynamics in the Wilderness* that after successfully facing challenges together as part of a women's group, participants often see their perceived weakness as a strength and can rid themselves of self-imposed limitations as well as internalized oppression. As a result, women's attitudes towards women and towards themselves change. In a nurturing and structured environment, born of group support, participants gain confidence, competence, and strength as well as new options. They discover they can accomplish and enjoy unfamiliar activities and tasks and also think in wholly new ways. Women discover their own power or expand their self-images. Women often go past self- and society-imposed ideas of what is possible, both as individuals and as women. Going beyond imposed ideas results in higher self-esteem and more self-reliance, enabling women to return home more actively involved as responsible community members, family members, or relationship partners. These individuals can become happier and more productive members of society in both their work life and personal life. So, in addition to individuals benefitting, society benefits.

The Impact of the Melting Pot Theory: Why People Avoid Groups with Homogeneous Aspects

Many of us from the United States have grown up believing in a melting pot theory. Those of us who are not Native Americans have relatives who came from some other country to live in the United States. The theory is, over the years we have emerged as a blend of many different cultures. In contrast to this, our society has a strong belief in rugged individualism. These conceptual assumptions have merged. The cognitive dissidence has been eliminated by assuming a stereotype for rugged individualism. The stereotypical rugged individual is a white, middle-class, heterosexual male.. When people with this identity are in groups together, the groups are not identified as homogeneous, but as mainstream and normal. Male hunting expeditions and the Boy Scouts are examples of this. These groups do not seem exclusive to us, nor do they sometimes (especially to their group members) even appear to be homogeneous, therefore, the fact that these groups exist does not typically cause anxiety or bring up feelings of exclusion in people. Other groups do, however.

Some groups may have very specific parameters. These specific parameters may seem to many of us excessive or exclusive. For example, I saw a notice in a Minneapolis paper from people wanting to start a group of bisexual Jews who celebrate the Sabbath. Other groups, while they have a homogeneous aspect, do not appear as exclusive. For example, a group of outdoor leaders may appear, to those of us who are part of the group especially, as being very open. In fact, some people may see our group as exclusive.

At the same time, because we are a melting pot, it is out of line and in fact scary sometimes to think of segregating into a group on the basis of a homogeneous trait not valued by the dominant culture in our society. Exclusion is not inherently bad, but it can bring up feelings of discomfort and it can even be frightening. People can feel left out. No one wants to feel left out, and this is one way to make that happen. This is a reason why some people will criticize or avoid homogeneous groups.

A second reason stems from fear. It can even be frightening when people of a particular sameness get together. A vivid example of this was during the Civil Rights Movement when African-American people were forming solidarity groups; many other people in the United States had negative reactions. These reactions were visible through Klu Klux Klan activities, as well as CIA activities.

AN EXPERIENTIAL EXERCISE FOR EDUCATORS

Ask students to think of a time when they saw a group that had a homogeneous aspect that they personally did not share. Ask students to write down what feelings they experienced. These personal observations can be shared in a group.

Next, ask students to remember a time when they were part of a group and they noticed that someone else felt excluded or left out because they were somehow different than the group. This could be when you were growing up or it could be more recent.

Sometimes people avoid homogeneous groups for the simple reason that they are scared of being labeled. Women who do not want to be labeled as a feminist may not join an all-women's group. Similarly, people not wanting to be labeled as black activists may not join African-American groups. Those not wanting to be labeled as weak may not join a group for physically challenged people.

People also might avoid groups with homogeneous aspects because they believe the other group members are weak. For example, a person might avoid being part of an outdoor group for physically challenged people if that person felt that his or her safety would be compromised by not having more able-bodied people around. Or, a man might be reluctant to join a male cooking group if he felt he would eat poorly not having women around. Therefore, people who have learned to equate an aspect with weakness may be reluctant to join groups where that specific aspect is shared by all the group members.

Some people view groups forming around certain aspects to be remedial and can discount the value of people being involved in these groups long-term.

Even people who shy away from groups with homogeneous aspects may choose to be part of them at different points in their lives. For example, a person may be part of a group with a

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homogeneous aspect to feel part of that community, to feel comfortable, to celebrate that aspect of their life, and this may happen on Saturday afternoons from five to eight. They may gain many benefits from being part of this group, and then for the rest of the week, enjoy other groups, other diversities, and carry away the nourishment and camaraderie that they received Saturday afternoon. At this point, it's good to check out our measure of dualistic thinking. Because, if I say they were able to carry this camaraderie and nourishment with them, some people at this point may take that to mean that I do not believe that the people get camaraderie and nourishment anywhere else in their lives. Because we get camaraderie and nourishment from one place, and that is very special to us and very important, it does not exclude the fact that we may also get it from other places. And it is also true that camaraderie and nourishment may feel different coming from different places. Different does not mean good or bad.

Others simply may be seeking an experience with people outside their own culture and, therefore, specifically participate in a group that has no homogeneous aspect.

Special Considerations When Working with Groups with a Homogeneous Aspect(s)

In this exploration of groups with homogeneous aspects we've explored the opportunities, concerns, and gains people can make from being part of a group with a homogeneous aspect as well as the fears that may keep people away from these groups. Because we know there are many gains to be made, it may sometimes be appropriate to encourage groups to form around a homogeneous aspect in our work in the outdoors. There are some cautions, however. I believe it's important when a group is formed around a homogeneous aspect, such as in all-women's groups, to be careful as a leader or a guide not fall into *dualistic thinking*. This moves us into our next concept, which is why do we sometimes have trouble with the concept of homogeneous groups or groups which have a homogeneous aspect.

For a number of people, if I say, "I really like your sweater," and compliment them on that aspect of their clothing, they sometimes think inside, "What's wrong with my slacks?" This is an example of dualistic thinking. If I like your sweater, then I can't like your slacks. This translates in thinking about groups with homogeneous aspects in that, "If I like being part of an all-men's group, maybe I don't like women" or "If I like being part of an all-women's group, maybe I don't like men." While our preference or inclination to be part of a group with a homogeneous aspect usually has nothing to do with disliking a certain other population, people in our society tend to translate it that way.

This dualistic thinking can come from two pressures--one internal and the other external. People who want to join groups with homogeneous aspects may be prevented from that because of an internal feeling of guilt that if they go out with a group of all men, they may be seen as not liking women. Or conversely, if a woman chooses to go out with an all-women group, she may feel guilt at excluding men. On the other hand, the people who are left out of such groups may feel angry. They may put pressure on people who want to be in groups with homogeneous aspects to open up the group or to leave them.

The leader of an outdoor group can help ease participants' concerns by talking about the concerns, by talking about what it is like to be part of such a group and the fears associated with it as well as the joys. In creating an atmosphere that includes a central belonging, it's important to understand that within groups with homogeneous aspects people may still feel, "I don't belong in this group" or "Everyone's the same but me." It is important, as it is in every other group, for the leader to pay attention to how people make connections and to support and to encourage as well as model how to establish healthy relationships. This will make it easier for the group members to receive the benefits available from participating in a group with a homogeneous aspect.

Summary

First, it is important to dispel the myth that there is such a thing as a homogeneous group--that will happen only when we are able to clone people. Until then, groups will be made up of individuals who, while they may share a homogeneous aspect(s) such as an over-50-years-old-women's group, are typically diverse regarding other aspects of their persons. There are many reasons why people choose to be part of a group with a homogeneous aspect and why they don't choose to be part of these groups. In addition, at different times in people's lives they have different needs regarding their group experiences. As outdoor leaders it is important to recognize the opportunities that are available to members of groups with a homogeneous aspect(s) and help individuals determine if or when they would like to be part of a group with a homogeneous aspect.

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Note: Quotes or accounts from or about past participants were given to the author or agency with permission to use for both in-house and public reporting. All names are fictitious.

TEACHER CERTIFICATION, K-12

TEACHER CERTIFICATION
IN OUTDOOR/ENVIRONMENTAL/RECREATION EDUCATION: PROCESS AND BENEFITS

By

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Abstract: The article presents seven steps for the facilitation of the process of encouraging a state to offer teacher certification for the fields of outdoor recreation, outdoor education, environmental education and/or recreation education. In addition, contentions for recruiting allies in this process are presented under the subsection of the article entitled Benefits to the Profession.

The certification of teachers in the outdoor/environmental/ recreation field is a process likened by many to the story of getting a spring garden ready for production. There are the jobs of plowing, raking, establishing new beds (berries), harvesting overwintering crops from the ground (parsnips), and planting seeds for this year's production. That is, many tasks being carried on at the same time for the same purpose.

The process of getting your field recognized as a teacher certification subject is carried on in a variety of arenas at the same time. Let us divide them into one's local arena, e.g., college/university, and one's regional or state arena.

Step 1 towards preparing the ground for teacher certification is to sell your own site on the program. Your department must know of the need for and the practicality of the process you are initiating. This means you must play missionary and inform your peers of what is happening in the field nationally, what is happening in local school districts with programs, who are the public figures expressing their concerns for the field, and what federal organizations or government bureaus endorsing your field. A positive strategy is to volunteer to initiate an in-service day program about the field.

Step 2 is educating your local university officials on the importance of your emerging field. Send magazine and/or newspaper articles to deans, academic vice presidents, and your university president. I suggest photocopied articles with a personal note saying, "I thought you would be interested," and your signature. This will continue over a period of time and will result in two things: create official awareness of your emerging field and a knowledge that you are interested. A strategy that you might implement at this time is to originate a questionnaire to selected regional university departments requesting their thoughts on the need for certification standards for the program you hope to start.

Step 3 is establishing a statewide network of interested individuals. Perhaps the easiest way to start is to obtain a time and place for meeting during a state professional conference. Once you have established a time and place for meeting, write out a suggested agenda of things you believe can be accomplished during this meeting. Try out this agenda on interested individuals and modify the agenda from their suggestions. At the meeting, ask individuals attending to give their name, address, and telephone number. Tabulate and send to individuals as you beat the drum to encourage attendance at the next meeting of your group. Be sure each meeting attains at least some of the identified agenda items.

Other short term objectives that can be carried out in the first few gatherings are: (a) suggestions on other people to be written and called for attendance at the next meeting; (b) an inventory of resource materials, equipment, areas--resident facilities that could handle the next state meeting; (c) possibilities of a computer bulletin board; (d) deciding on a speaker to address the group at the next meeting.

Step 4 is applicable to both the local university as well as to your statewide organization. Bring in a speaker from a recognized institution to discuss: (a) what is happening nationally in the field; (b) examples of state and national acceptance such as organizations and state departments; and (c) the importance of the field.

This does two things: It enlists participation of other academics at your institution and provides public acceptance through media coverage for your emerging field.

Step 5 is to have your state group develop a model for teacher certification consisting of recommended goals and objectives for a program and a set of recommended behavioral competencies for graduates of such a program. These would not be held out as *the* set of goals, objectives, and competencies, but ones that should be considered in establishing a program. Finally, for schools teaching the desired field, a scope and sequence specifying grade levels for concepts to be presented to youngsters should be prepared.

Step 6 in teacher certification for your field is to develop an evaluation plan whereby an institution can evaluate and improve its operation. A variety of alternative evaluation techniques should be supplied. Certainly, standardized tests, interviews, questionnaires, unobtrusive measures, and concept mapping should be considered. Depending on the program, number counts, sociograms, diaries, and library usage might also be options. Remember, the best evaluation utilizes a variety of techniques to arrive at the strengths and weaknesses of a program.

By Step 7, your networking with state and local officials will now pay off as your state educational agency will agree to establish a public hearing on the teacher certification area to be considered. Be ready for this: Line up agencies and organizations representing numerous members and individuals known to have clout with the agency to testify. Offer to provide these people with support in the way of materials, data, and information. Enlist other state agencies in your proposal. Normally, the departments or bureaus dealing with recreation, environment, and state parks are interested, available, and many times are eager to support your case.

Benefits to Your Profession

The certification of teachers in the outdoor/environmental/recreation field would benefit the profession and society in a variety of ways.

One value of establishing standards for certification would be its effect on maintaining the quality of the workforce in the field. Weaker, would-be leaders would not match up with the prescribed standards and would be forced to consider other options for their lifework as no certification would be issued to them.

A second societal value of certification is that in this day of mobile family units, the student, moving from one part of the state to another, would still be encountering the same scope and sequence in concept development of the field. New learning experiences would be provided at each age level. Also, the teacher would know the general concepts developed by previous school experiences and would be in a strong quarterback position to aid further concept development by utilizing new (to the student) learning experiences.

Another benefit to the profession would be the dollar savings. This is a double-edged sword. On the one side, statewide standards would require each school to employ a person(s) to teach and ensure students attain the behavioral and cognitive competencies identified. This probably means more employment in the outdoor/environmental/recreation field. On the other hand, because of identified standards, teacher training institutions will save dollars by eliminating overlapping programs while focusing on the results of a single program designed to attain the certification standards of the state.

In conclusion, a benefit to the profession that emerges as teacher certification in outdoor/environmental/recreation becomes a fact is that the general public attains a stronger knowledge of the field. The certification standards implemented will affect the total population of the state, so information concerning the field has broader public interest and therefore is more attractive to the media. The end result of this is that eventually there will be more knowledgeable voters coming of age to endorse or reject claims on the field.

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OUTDOOR EDUCATORS AND K-12 EDUCATION: MAKING THE CONNECTION

By

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Abstract: Outdoor education has traditionally served a role of being adventure and/or informal education based. The relationship of outdoor educators with formal (K-12) school systems has been that of being primarily a provider of partial day field trip experiences. Thus, the outdoor educator has tended to serve as a resource to the formal educational system on a temporary basis within the school year. The opportunity exists for outdoor educators to become an active part of the K-12 educational system. This can be accomplished by providing an undergraduate college training (pre-service) that includes a philosophical comprehension of outdoor education as it applies to the formal education system; by providing a training in education that results in a state accredited teaching licensure; by outdoor education centers providing in-service education with a direct application to curricula to school teachers. This proposal has implications for education at all levels. This also requires that outdoor educators work within the traditional scope of the educational system.

Introduction

The 1990s are being seen as the decade of the environment. It is clear that this recognition is one that should neither be taken lightly nor treated as a passing phenomenon. The importance of having an environmentally literate public is placing new demands on the professionals who are looked upon as the ones who can best effect this need. Of those professionals, outdoor educators play a vital role.

The National Environmental Education Act (S. 3176, 1990) calls for an education and training in environmental education at the elementary, secondary, and post-secondary levels on a national and international level. In addition, individual states are creating laws requiring environmental education training for students. Although the language in these laws includes the non-formal education sector, they are clearly emphasizing the formal (K-12 and post-secondary) educational sector.

Outdoor educators have tended to serve as resources outside the formal education system. They have provided facilities and instruction on a predominantly partial day field trip type basis in a temporary capacity within the school year. (Gilbertson, 1990; Swan, 1985b) This role has been inadequate because the duration of actual contact with individual students is too short. In addition, teachers are not providing adequate education toward the environment in the classroom. (Gilbertson, 1990; International Joint Commission, 1977)

Outdoor educators have the opportunity to affect the environmental literacy of the public by becoming an active member of the formal educational system. They can do this because of their unique experience and understanding toward the outdoors. However, the outdoor educational community will need to modify their training of professionals at the post-secondary level as well as gain an understanding of the formal educational system.

Outdoor Education Model

Outdoor education is an eclectic field that teaches an awareness of and understanding toward the natural environment using a variety of disciplines and methods. It is a field that is both social and ecological. (Priest, 1986) Thus, an outdoor educator must be competent in three general areas: (a) the physical skills, (b) understanding of ecological relationships beyond minimum impact, and (c) interpersonal skills. The fundamental approach to these areas is direct experience (see Figure 1).

The physical skills required to enable a person to enjoy the outdoors demands a specific training of the teacher. This includes an ability to model and teach minimum impacts on the land. An understanding of ecological relationships is essential if the student/teacher is to understand responsible behavior toward the land. This understanding goes beyond a knowledge of rules applied to a specific area of travel. Yet, it is the deliberate abilities of the instructor as an educator that blends the skills abilities with biological understanding. The abilities to draw on diverse teaching methods enables an instructor to facilitate a group's cohesion as well as strengthen individual members' experience. Use of direct experience is simply good teaching because the learner is doing what they are being taught.

The result is a training that includes education in fundamental physical skills. Fundamental skills development must be prioritized over more advanced skills. An analogy is that of a varsity football coach teaching pre-service physical educators varsity level football when they will actually be teaching football basics to students who will likely never be members of a formal football squad. It also includes a training in field biology. Finally, students should receive their formal teaching training through an accredited program where they will receive a license to teach, whether it be elementary or secondary education.

The teaching licensure is the essential credential that shows the educational community that the person has been trained to the accepted standards of formal education. It is also the deliberate means of receiving training to be an educator. Specific course work in outdoor education teaching methods and theory should also be included in the pre-service educators training.

Approximately one-fourth of the students enrolled at the University of Minnesota-Duluth Outdoor/Environmental Education academic program are professionals who are returning to college to receive their teaching licensure. They have found that without this credential it is very difficult to work with the formal educational system.

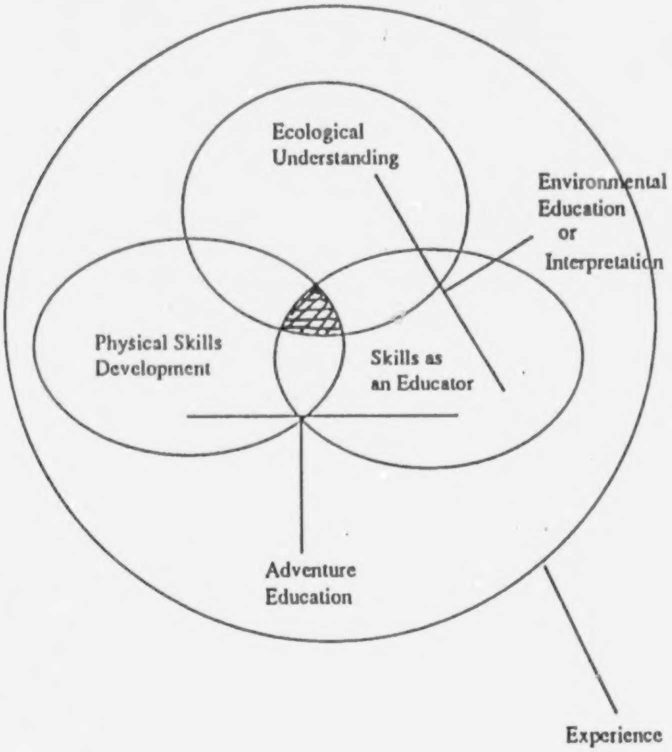
Ecological Understanding
Environmental Education or Interpretation
Physical Skills Development
Skills as an Educator
Adventure Education
Experience

Figure 1. A model of outdoor education: Components leading to environmental literacy.

The State of Minnesota has recently passed a law (1990) mandating that all students who receive an education in Minnesota should be environmentally literate when they graduate from high school. Environmental literacy includes an understanding of ecological relationships, a knowledge of pollution and solutions to prevent it, and human's effect on the environment. This goal of creating an environmentally literate citizen follows the belief that attitudes and knowledge toward the environment affect one's behavior. An environmentally literate citizen is one who behaves toward the environment in a responsible manner (Roth, 1969; Sia, 1985/86). The National Environmental Education Act also strives toward the environmentally literate citizen.

The language in these bills emphasizes K-12 education. It does not refer to physical skills or physical education as would be found in adventure-based education or outdoor recreation. However, Gilbertson (1990) found that most of the nature centers in Minnesota use adventure-based education on their sites. They referred to the use of physical skills as *attractors* to get students involved. Consider also the extent that school groups specifically request time on facilities such as climbing walls, ropes courses, etc. The conclusion can be made that adventure-based education is an essential component effecting environmental literacy, that it is a valid teaching method toward gaining an awareness toward the outdoors, and that it is under utilized as a deliberate teaching method.

Another attribute of having a teaching license and providing teacher training is that the outdoor educator gains insight into the formal education system. This understanding is essential when working with teachers whether in an in-service capacity or in providing an opportunity for students. How one approaches a lesson for a formal school group is distinctly different than an informal group. This should not be confused with quality of education.

An attribute that an outdoor educator can provide that is different from a classroom teacher is that of being familiar with and understanding education that takes place in the field. Most classroom teachers are uncomfortable with classroom management, subject material, and logistics that are involved in providing a field experience. In addition, few schools have adequate acreage and biodiversity to provide a quality outdoor educational lesson. Thus, the outdoor educator plays a very important role in the educational process.

Conclusion

In conclusion, the unique training that a person who is trained as an outdoor educator is essential as a part of the educational process in striving toward an environmentally literate student. By gaining a more thorough training in education, and by understanding the formal educational system, outdoor educators have an opportunity to become active members in the K-12 educational process. This opportunity holds implications at the levels of elementary, secondary, and post-secondary education as well as within the informal educational community of interpretation and adventure education.

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SAFARI CLUB INTERNATIONAL'S AMERICAN WILDERNESS LEADERSHIP SCHOOL

By

Jeffrey L. Engel
Safari Club International Representative
Brookfield, WI

About the author: Jeffrey Engel owns a sales marketing company in Milwaukee and is a representative for Safari Club International as a spokesman for their outdoor educational programs. Jeff speaks nationwide on techniques of nature and wildlife photography. He has appeared on PBS and cable channels addressing topics such as hunting, fishing, and animal behavior and has been a guest speaker on numerous radio talk shows. Jeff recently completed a professional broadcast-quality videotape titled *Engel's Guide to Wild Turkey Hunting* of which he was executive producer and which he hosted; this tape will be featured in Cabela's upcoming catalog and is being sold in sporting goods stores throughout the country.

Abstract: The American Wilderness Leadership School is an environmental education program sponsored by Safari Club International. This article gives its history and describes its curriculum and teacher programs. Funding and scholarships are discussed.

The American Wilderness Leadership School (AWLS) is unique as an environmental education program in that it is sponsored by a hunting and conservation organization, Safari Club International (SCI).

Since its founding in Los Angeles by C.J. McElroy in 1971, more than 20,000 men and women have joined SCI to become part of an international network of hunter/conservationists that includes more than one-half million affiliated members and 90 SCI chapters around the globe.

In 1973, SCI through its Conservation Fund stepped in with other concerned, private, nonprofit groups to preserve conservation education programs initiated by governmental agencies, but later weakened by funding cuts.

As a focal point, the American Wilderness Leadership School was developed in 1976 in the belief that public education about our natural resources and their use was vital to the future of the country and to local communities.

In 1982, after using several locations in Wyoming, Alaska, and British Columbia, AWLS established a permanent home when SCI purchased 33.6 acres of the Granite Ranch southeast of Jackson, Wyoming. Located within the Gros Ventre Wilderness area of the Bridger-Teton National Forest, the site is surrounded by over eight million acres of public lands. The area was chosen not only because of its spectacular natural beauty but also because its environment contains all the elements and issues essential to the study of contemporary natural resource and management problems.

The curriculum was designed to give teachers and students a well-rounded exposure to the considerations that affect natural resource management policies, wildlife management, and ecology, together with instruction in firearm safety, fly tying, Project WILD, wilderness survival, archery, outdoor interpretive techniques, and outdoor ethics. The basic instruction programs are as follows.

Teacher Programs and Curriculum Development Fund

Recognizing that teachers can train other teachers if given proper support, SCI in 1977 selected teams of four teaching professionals from each of five different states each year. To encourage better communications at the state level, a team usually consisted of representatives from the State Education Department, the State Conservation Department, a state university involved with teacher training, and elementary- or secondary-level schools involved in environmental/conservation education. The educators were provided with honoraria to cover their travel expenses with all lodging and meals paid for by SCI during their 10-day learning experience at the AWLS. In 1983, based on the success of increased state teacher programs and a need to train additional support staff for local workshops, individual SCI chapters were encouraged to select and sponsor more teachers. Concurrently, the national office increased its financial support to conduct additional workshops in states which had established teaching teams. The teacher programs conducted in Wyoming are accredited for two hours of graduate credit through Indiana University's Department of Health, Physical Education, and Recreation. Graduates of the AWLS Teacher/Educator Workshops are eligible to apply for curriculum development funds of up to $1,000. The intent of this fund is to assist AWLS graduates in obtaining release time from their normal teaching duties individually or as part of a curriculum development committee in order to develop conservation education materials for their classroom, school, or district. (See Appendix A, Creative Outdoor Education in Wisconsin.)

High School Student Program and Scholarship Award

This program is designed to serve fifty high school students each summer. This particular age group was selected for two reasons. First, such students can be exposed to conservation-related vocational opportunities at a critical age when professional/career options must be considered; second, young adults of this age group are just beginning to become involved in local school and community affairs as informed citizens. During the 10-day summer school session, participants encounter challenging experiences emphasizing a conceptual understanding of natural resource issues, including oil and coal extraction; mining; timber production; water resources; range and wildlife management; national park and forest management; and regional, rural, and urban planning.

By learning in a wilderness setting, students are exposed to the techniques and skills necessary to have a safe, enjoyable time in the outdoors. Any student graduate of the American Wilderness Leadership School is eligible to apply for one of two $2,000 scholarships to assist in paying educational expenses during their junior and senior years in college. Priority is given to, but not limited to, those majoring in the fields of wildlife management or conservation education.

Impact

One requirement for teachers being sponsored to the AWLS is that he/she must assist with student- and/or teacher-training workshops in their home states. Safari Club International and local SCI chapters provide the participating states technical assistance and a $3,000 financial commitment over a three-year period to support local teacher-training workshop costs. Currently,

$36,000 is allocated to support state teacher workshops with $9,000 additional monies committed each year. During the 1990 teachers workshops at the American Wilderness Leadership School, SCI chapters, individuals, corporations, and other organizations provided scholarships to 165 teachers representing 36 states, China, Mexico, and two Canadian provinces. It is estimated that as a result of the original team-teaching program and the state-level teacher-training programs, conservation education programming is being provided to over four million students each year.

The 1991 AWLS programs include five 10-day teacher workshops and one student session. The cost of placing individual participants is $650 for high school students and $600 for teachers and interested adults. A limited number of partial and full scholarships is available from local SCI chapters.

SCI also owns and operates the International Wildlife Museum, in Tucson, Arizona. The museum is a 46,000-square-feet facility that serves as headquarters for SCI.

SCI's expanding educational programs depend on the interest of its members, along with financial support of individuals, corporations, and other conservation-oriented groups. SCI is a tax-exempt organization and has a 501(c)(3) status under the Internal Revenue Code. Contributions are tax deductible.

Additional information about SCI and its educations programs can be obtained from Donald J. Brown, Education Director, SCI, 4800 West Gates Pass Road, Tucson, Arizona, 85745, phone (602) 620-1220.

APPENDIX A
CREATIVE OUTDOOR EDUCATION IN WISCONSIN

CREATIVE OUTDOOR EDUCATION IN WISCONSIN

by Jeffrey Engel and Gordon Jensen

The fifth grade teacher had just landed her canoe after a five-mile trip down the Wisconsin River. "I did it," she yelled, "I did it." This was the first time she'd ever been in a canoe. But, after instruction from Fred Davel and other teachers, she made the trip — and gained a new dimension to her teaching. She now sees the value of teaching and sharing outdoor experiences to her students.

The Wisconsin Chapter feels very strongly that outdoor education is an important element of an overall education, and we financially support two in-state outdoor education programs. One is for students, the other is the "Adventure in Outdoor Education Workshop," a weekend workshop for teachers from throughout the state.

For six consecutive years beginning in 1980, 50 Wisconsin school teachers and administrators have gathered each May at the Wausau School Forest in Wausau for workshops geared to strengthen their skills in outdoor education activities. The workshops are subsidized by grants from the Safari Club International Conservation Fund and the SCI Wisconsin Chapter, and are endorsed by the Wisconsin Department of Public Instruction. The impetus for the three-day meetings came from four men who had attended the American Wilderness Leadership School in Wyoming in 1978.

After their return, Fred Davel, assistant administrator for the Shawano Public Schools, Ron Vander Velden, a teacher in Kaukauna Public Schools; Warren Kinzel, professor at the University of Wisconsin-River Falls; and Hugh Curtis, coordinator of outdoor education at the Wausau Public Schools, immediately began to lay plans for the first follow-up state workshop the next May. Dave Engleson and Gordon Jensen joined the planning group as representative of the Wisconsin Department of Public Instruction. The Wisconsin Association for Environmental Education was invited to participate and plans for the spring workshop were developed.

Each year for six years, the SCI Wisconsin Chapter has hosted Adventure in Outdoor Education Workshops for 50 Wisconsin educators.

It was decided that an administrator-teacher team should represent the first 25 school districts that applied in order to facilitate follow-up at the local district level. The workshop limit of 50 people was reached within days of the original invitation. Fortunately, the geographical spread of participating districts covered the state exceptionally well.

The invitation asked applicants to select their seven preferences from a list of possible activities including first aid, shooting, fishing, orienteering, survival, canoeing, rappelling, backpacking, wild foods, photography, group problem solving, and archery. Only archery failed to interest enough people to warrant offering it. All other activities were included and the search for qualified instructors uncovered an impressive pool of state experts from which to draw.

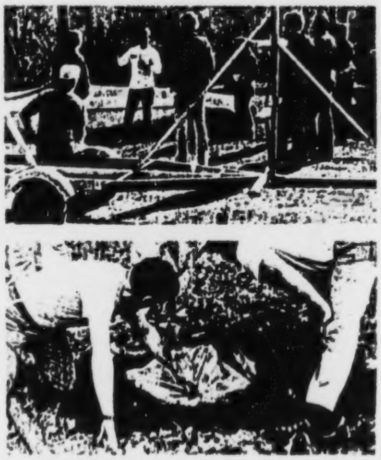
Eventually, plans were complete for a workshop covering parts of three days. The site was Wausau Public Schools' school forest on the banks of the Wisconsin River. The area contains an impressive outdoor education center with eight cabins accommodating 10-12 people each, a log museum, main classroom building, dining hall, garages, shower facilities, office, arts and crafts building, and other installations. The 320-acre center is capably managed by Hugh Curtis, who also acted as site coordinator for the workshop.

In preparation for the first workshop, Curtis and his staff constructed seven installations for group problem solving, ranging from a 10-foot scaling wall to a hanging balance beam. A 35-foot rappelling tower also was constructed as a substitute for the mountainside area the planning committee had experienced in Wyoming. The facilities and format were used for successive workshops and plans call for scheduling the event annually.

At a typical workshop, teams begin arriving on Friday afternoon, meet at supper and then participate in a brief orientation session. New friendships are initiated quickly when five randomly selected teams of 10 people each are assigned to conquer the seven-station group problem-solving course. The teams display surprisingly ingenuity in overcoming the obstacles and participants return, relatively unscathed, to the dining hall for the first general session.

Representing the SCICF Wisconsin Chapter, Jeff Engel frequently opens the general session with keynote remarks outlining Safari Club's activities and objectives. The general session has also included a program of slides taken during SCICF American Wilderness Leadership School sessions. Although the formal meeting ends with an outline of the next two days' activities, teachers usually remain in the dining hall and compare experiences until early Saturday morning.

Saturday and Sunday programs involve participants in a tightly-scheduled series of sectional meetings. All participants are assigned to at least their first three preferences and most are involved in a total of five activities. Usually, five separate sectional meetings are conducted simultaneously during each time slot, with participants moving from one to another with time out only to eat and sleep. By Sunday noon, it seems evident that the workshop is an unqualified success. Groups of tired teachers and administrators gathering for a final summary meeting can be heard talking about survival, wild food salads, sassafras teas, and the thrills or rappelling. Tentative plans for implementing programs back home are also being discussed.



Wisconsin educators get involved in the SCI Wisconsin Chapter's Adventure in Outdoor Educational Workshops.

An evaluation survey is mailed after the participants have been home for a week and have had time to think about the workshop format and activities. The results have shown remarkable agreement that the workshop site, facilities, organization, and activities are excellent. Participants have also said that the variety of activities and level of instruction are very appropriate. Most encouraging of all the survey information has been the stated intent of almost all workshop participants to initiate new programs or improve existing programs in their own school districts.

At the state level, it has been decided that workshops will be held during future years with similar formats as long as they are successful. A new group of teachers and administrators will be invited to experience first-hand the exhilaration of participating in outdoor education activities. The intent will be to stimulate local school district programs for boys and girls. There is an optimistic feeling in Wisconsin about the future of Adventure in Outdoor Education. With the continued support of organizations like the Safari Club, the Wisconsin Department of Public Instruction, the Wisconsin Association for Environmental Education, the University of Wisconsin-River Falls, and the University of Wisconsin-Stevens Point, dozens of new programs are expected to appear.

Gordon Jensen is employed by the Wisconsin Department of Education. Jeffrey Engel is president and educational representative of the SCICF Wisconsin Chapter. For information on these two programs, write Engel at 16655 West Bluemound Road, Suite 110, Brookfield, WI 53005 (414-785-0599). For information about the student workshop in northern Wisconsin, write Warren Kinzel, 1004 Morgan Road, River Falls, WI 54022 (715-425-3705). For information about Adventure in Outdoor Educational Workshops for Teachers write Hugh Curtis, Wausau Public Schools, P.O. Box 359, Wausau, WI 54401.

A report on the SCICF Wisconsin Chapter's student program will appear in the next issue of SAFARI Magazine. ■

TEACHER CERTIFICATION K-12
QUESTION AND ANSWER SESSION #1

From transcriptions

Moderator: Nancy Gaylen, Assistant Professor in Education, Western State College of Colorado
Panelists: Craig Chase, Jeffrey Engel, Ken Gilbertson

MS. DECKER: I am Emily Decker. I am a student at Western State College. In the summer, I work for Wilderness Adventures which is an outdoor program. I wanted to ask Ken a question. You were talking about bridging the gap between nature centers and adventure-based centers. Do you see that in the hiring practices: people hiring people that have those skills, like you were talking about in a nature center; hiring someone who has the hard skills to come in; or do you mean getting those two separate groups that worked together?

MR. GILBERTSON: Three areas. Getting them to work together. Often at nature centers, they don't have the knowledge base of how you can use climbing beyond an energy release. Also, then, when you hire people within your program, they have an understanding of nature centers' natural history. They can communicate more than how to do a three-point stance, but the rock as an ecosystem; that way, you are covering a lot of ground to affect education in a broader scope.

The third way is the training that you get before you step into the profession, that you get a wider range of training. The tendency is that we get our training in a rec department or a phys-ed department, but we need to bring in the education department and the biology department a little bit. Does that answer your question?

MS. DECKER: Yes. If you are studying outdoor rec, where does that fit? In teacher certification, you have to have your undergraduate degree in a liberal, or life sciences, or history, or math, or English. Where does that tie in?

MR. GILBERTSON: That's a good question. All I can say is the approach that I have taken, and it works well within our state, is within our recreation department. People graduate from there working in parks and recreation in general, not necessarily as educators. Those that want to work as educatorsn come in and work out of the education department--that's the difference. I work within instructional science and recreation, so I am communicating in both areas. It also depends because that means some people consider changing majors. It might mean that. It doesn't mean that those of you that haven't had that, means you are lost and the time is wasted.

MS. DECKER: Are the people in your program that study at Minnesota, Duluth, studying outdoor rec? Can they receive their teaching certificate?

MR. GILBERTSON: No, they have to get a teaching life science degree. Rather than go into the nontraditional and make a social statement, I have chosen to work within traditional education, biology, and then teach them innovative and nontraditional methods.

MR. McLAUGHLIN: Is work experience part of that program at all?

MR. GILBERTSON: Yeah, absolutely. Yeah. That's where they step into the nonacademic, the outdoor program. Students are actually going into classrooms and teaching. They are providing in-service education for teachers and they are also working in the nature centers. So, that's critical.

MS. CHOPYAK-MINOR: My name is Chris Chopyak-Minor, and I work for the Keystone Science School. This is along the same lines as Emily's question, because in evaluating our program, and knowing the desperate need for science literacy in the United States, we are in the process of defining our niche in where we fit.

One of the things that I have seen happen in terms of adventure education--evaluating all the different entities, adventure, outdoor, and environmental ed--is that a lot of programs are jumping on the bandwagon of science education and using adventure education as an opportunity to introduce students and teachers to the beauty of learning about the environment and all the interrelations of natural ecosystems.

In our evaluating process, what we are finding is we are having to become more and more specialized in the field science education that we do for a couple of reasons. One, our client, the people that come to the science school, don't stay for a long enough period of time for us to introduce them on a skill level of both hard skills and soft skills. We utilize what we can in terms of a low ropes course to do that community building--relationship building. My question to you is from an adventure education point of view, also. Do you feel that the quality of the programs that are hard-skills based are actually suffering because they are trying to cover too much? That's our biggest concern, in terms of maintaining that level, that standard of science education that we provide. We are compromising other parts of our program. And I see adventure education compromising some of the skill level that they are teaching in order to introduce the science. Overall, the quality of the program ends up dropping. How do you address that in terms of certification and all of these different areas that people are involved in? How can you direct educators in terms of those different areas? Where do you focus?

Maybe that can be opened up to all of you. Where do you focus educators in terms of science, adventure, and that kind of thing?

MR. GILBERTSON: The approach that I take is, especially at an undergraduate level, you get training in all three areas, then you specialize, you go into adventure ed. There are about half of the students I work with who go into nature centers. The other half go into what would be an adventure center.

That's fine, but their core training approaches that. A major problem is that we try to be all things to all people; that's a fast road for burning out on all sorts of problems.

We learn best about personal meaning when we are out in the woods. That's good science. You don't have to teach necessarily acid rain to be a science teacher--that's where the confusion happens. For me, it starts at the pre-service training level, and from there, you have that core where you can go out and then apply what your specialty is.

MS. CHOPYAK-MINOR: You should be grounded in that from the very beginning?

MR. GILBERTSON: Absolutely. You know the language of learner outcomes, curriculum writing. Those things are important.

MS. CHOPYAK-MINOR: Thanks.

MR. CHASE: I was going to say that, as a teacher, what do you care what it is called? As long as your kids end up with a concept for behavioral motivation, you don't care if it is outdoor ed or environmental ed.

MS. CHOPYAK-MINOR: I am not necessarily confused by the terminology you are trying to address because as Ken pointed out in his diagram, often times what brings people to our organization is the fact we have that team building, we have just like with Jeff's organization, there's that adventure element, there is that thing that makes it different from regular school. That is the thing that really draws them there. In trying to meet all needs, we are also trying to define what is our niche: Where are the best? That's why I asked the question because it is a difficult question to answer in this field when there are all of these different avenues you want to participate in.

That's the biggest problem with maintaining staff: They want the adventure aspect, they want to introduce kids to those elements, and also teach them field science, and we want to do that in 48 hours.

MR. GILBERTSON: Steve, I am going to pull you in here. Steve has worked as a science teacher. He has worked in adventure ed in a broad scope, and now you are stepping out as a science teacher into the more traditional outdoor ed. What is your response to that?

MR. SMITH: I tend to agree with you in that my background basically covered all of those different areas. I got a background in biology and I went and worked at a nature center for a number of years. I learned the experience, education, and teaching techniques, eventually going back and getting further education, which required a lot of time. It took a lot of time to get that kind of background. And I don't think any of it is going to happen real fast, but I think the broader background you can have, the better.

I am always a little dismayed with adventure leaders that don't have a good foundation in environmental education or natural history education because that was what I was grounded in when I first began. Having been out on courses that are led by people that don't have that, I am able to contribute a little bit of my own knowledge. They are always very interested in hearing that and they always wish they knew more about that.

It takes time to get that experience and background. Sometimes they don't have the patience to do that, or the inclination to do it, but I think that to be a good outdoor educator, you need to be rooted in all of those different areas as Ken was saying.

Unfortunately, I don't know how many programs in the country there are that you can do that in, but it is a continuing process. I guess I look at education as something that goes on throughout your entire life. I have continued to educate myself for 20, 30 years now, and I don't think it ever comes to an end. You know, there are always new areas to explore, new things to learn.

MS. GAYLEN: A lady in the back, would you like to speak?

MS. EISENBERG: Right now I am not teaching. I have taught for six years, not in the public school system, but I have worked with a number of different outdoor and environmental education programs, including a number of them in California. In California, if you have a recreation degree, you can still get your certificate--it is different there. In other states, I found that they have been hung up on certification.

I am usually over qualified for the jobs I have had, because I have a Master's in education. My undergrad was in recreation, but just because it was recreation, I have more experience in environmental ed and know more of the whole basics of environmental education than most people do, and they get a degree. It is really frustrating to go to places where they want you to get a certificate--they want you to be more qualified for a job that is going to pay you even less. I have the approach now that I would rather teach in the public school system.

I would go back and get a teaching certificate, but not to teach in outdoor ed or adventure-based programs, I won't do that for what I am paid, and what I have paid for my education. I haven't been paid enough for that. I would rather see that people go to the public school system and have the environmental ed background, and teach there, and share what they know there, and you can reach more students. It is not just the two-day thing or one week where they get this great experience for a week and they go back and nobody follows up on it. I think it is more important in the public school systems in a lot of states.

MR. GILBERTSON: Another thing you are hitting at is what we tend to do with the nature center. Adventure ed students tend to come in for a one-shot deal, and then they are gone. There might be a pre-planning and a one session follow-up.

Think about education in general. Does that yield illiteracy? So, that can be questioned. The idea of not doing a weekend only, having it throughout the year, and what you are learning in adventure ed and outdoor ed is really good methodology. It is not intimidating to bring people out in the field. I agree with you.

MR. COCKRELL: I teach in recreation at the University of Southern Colorado. Maybe I can ask a wrap-up question of all three panelists that might help us transition into the next session.

Given this discussion, and perhaps overlooking the ambiguity between environmental education, adventure education, and I think interpretation, we should probably put in here, too, would you suggest that our field should advocate the public sector of licensure of a whole new discipline called adventure education with a teaching certificate specifically in that field and a required curriculum in the public schools in adventure education or environmental education?

Do you believe we should advocate that? I think it would be a radical step, is the reason I ask. I think that is the logical progression, at least of this conversation. Also, it is a reincarnation of the same questions that environmental educators asked in the early '70s, and their answers then were clearly, no, that we should invest in the traditional disciplines. I think what goes around comes around, and I think we are there again. I think it is time to ask, again, should we stand on a platform, raise our fists in the air, and say, we need a discipline of an environmental/adventure education, and we need our own teaching certificate, and our own preparatory curriculum? What do you think?

MR. GILBERTSON: My answer is no. I can elaborate, but I don't think so.

MR. CHASE: I also vote no, but I don't think you should license adventure education because of the psychology involved. You talk to the man on the street, and adventure education, oh, they did that at summer camp, I shouldn't pay my taxes for that.

If you talk about outdoor recreation, that's fun and games, that is not learning. I think you ought to go under outdoor education. If you want to run the adventure education under your outdoor education license, fine. Write the program broad enough so that you could choose to teach it.

MR. COCKRELL: Is that to say you believe there should be an outdoor education certificate?

MR. CHASE: I am looking at selling programs, and I am telling you that it is a hard sell for adventure education.

MR. COCKRELL: But you would advocate an outdoor education teaching certificate?

MR. CHASE: Yes. Under your--what was that again--expert--

MR. GILBERTSON: As a specialist.

MS. McADAMS: Will you elaborate on that, Jeff?

MR. ENGEL: Kind of a tough position for me because we are sort of in the middle. I can see both viewpoints. I guess we would like to see more environmental than outdoor from our viewpoint because we see students not learning enough about environmental proposals. That's why we do things like first aid in the field, and wild foods, those kinds of things. You don't learn about those in the everyday class, but they are valuable to a degree. You can't put a figure on it, but they are valuable in the overall teaching experience.

The kid coming off the rappeling wall spoke for the very first time. How can you put a value on that? You can't, but it is one tool of all the tools available. I guess I would answer it that way.

MS. GAYLEN: We are going to take a 20-minute break. If you have any further questions for the three speakers, you can come up and ask them. Thank you very much.

CERTIFICATION ALTERNATIVES FOR PUBLIC SCHOOL OUTDOOR EDUCATION TEACHERS

Program Profile of the Telluride Public Schools

By

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About the author: Dee McAdams has been an outdoor educator with 15 years' experience ranging from working with three Outward Bound Schools to wilderness therapy programs for youth at risk. Dee is currently Outdoor Education Coordinator for the Telluride Public School and Co-Coordinator for the high school Outing Club.

Abstract: The article begins with a job description of the position Outdoor Education Teacher 3-12 as carried out in the Telluride Public Schools. It elaborates on the steps involved with the creation of the program and the inclusion in the school curriculum. The article describes the steps taken by the teacher and administration to research the Outdoor Education degree options and alternatives. The paper concludes with a description of the *Recognized Expert* status that allows an outdoor education teacher to be recognized as a professional thus permitting a public school district to hire a teacher in this field.

The position Outdoor Education Teacher 3-12 involves implement a program with three main goals.

1. Responding to the beautiful and remote wilderness setting surrounding Telluride
    a. Utilizing the setting to enhance learning by conducting class sessions outdoors when appropriate
    b. Responding to the safety needs that a remote setting fosters
        (1) first aid instruction
        (2) backcountry safety
        (3) avalanche awareness
    c. Instruction of *life sports* reflective of Telluride's setting
        (1) cross-country skiing
        (2) ice skating
        (3) backpacking
        (4) rock climbing
2. Facilitating the use of experiential learning in the 3-12 curriculum
    a. Assisting/coordinating area of study field trips
    b. Assisting/coordinating classroom session special activities
3. Enhancing district and field of study affective goals
    a. Utilizing the outdoors as a setting to work on affective goals by participating in shared adventures in which the learning can be transferred back to the classroom setting
    b. Creating challenging situations and initiatives in and out of the classroom to enhance problem solving, creative thinking, working as a group, and fostering individual and group esteem
    c. Facilitating opportunities for students to become involved and participate in community service activities

The goals within these parameters are carried out by *mini-units* and field trips in grades 3-5 and regular elective classes in the middle school and high school. Examples of elementary school mini-units include a 15-day Red Cross First Aid Class, BAT, designed especially for fourth graders and a 12-day Backcountry Safety and Avalanche Awareness Class for fifth graders. A fifth-grade field trip highlight last March was an overnight cross-country ski trip to a high alpine cabin using the skills learned in the mini-unit.

The elective classes include two high school classes and one middle school class per day for all three trimesters in the school year. Fall and Spring activities include rock climbing, initiative games, introduction to water sports, backpacking, and first aid. The middle school winter trimester highlights cross-country skiing, broomball, ice skating, show shoeing, and other winter activities. The high school winter class is Search and Rescue Skills and offer the students the opportunity to work hand in hand with the Sheriff's Department, ski area ski patrol members, the Telluride Clinic, and other resources to participate in the community-service-centered class.

Also included in the elective class offerings are field trips to complement the skills learned in class. The high school Search and Rescue Team spends three days in the high mountain areas above Telluride with the San Juan Hut System staff working on things such as route-finding skills and avalanche safety. The high school Advanced Rock Climbing Class earned the money for, planned, and carried out a 12-day climbing trip to Yosemite National Park last May.

The Telluride School Outdoor Education Program was planned in the Spring of 1987 and proposed to the teachers, administration, and school board to begin in the 1987-1988 school year. Included in the proposal was the creation of a school basecamp on Wilson Mesa to be used for year-round field trips and overnight trips. A grant from the State of Colorado was awarded to help build the facility and additional funds were requested from the district for the project. The school board approved the program and classes began in September of 1987.

Since my employment with the Telluride School District, an indoor climbing wall has been built in the high school gym. Grants from the Town of Telluride and other sources have helped with the construction and additions to the wall. A school-sponsored Outing Club has been formed to provide weekend events for high school students and to open the climbing wall to students and the community on Thursday nights during the winter.

Over the past five years, I have been working closely with the Telluride Public School administrators in attempting to attain the proper certification in order to continue my teaching job within the district. At this time there is not a teacher certification degree possible in the field of Outdoor Education.

I have considered enrolling in a degree program to obtain a teaching certificate in English, Science, History, Physical Education, or another area recognized by the State of Colorado, but feel the training would not best prepare me for the subject matter that I teach. During the past five years, I have taken many trainings and workshops specific to outdoor education. Examples include a 145-hour EMT (Emergency Medical Technician) course and certification, an eight-day Rockcraft Course which included safety-risk management, teaching skills, and equipment monitoring methods, and Association for Experiential Education conferences.

In the Spring of 1991 I was informed of the *Recognized Expert* status available to those teachers of subjects that are offered in public schools, but do not have a teacher certification to cover the subject area. After connecting with the appropriate administrators, I discovered that I was eligible for the status and am currently teaching in the Telluride Public School System under the status of Recognized Expert.

ALTERNATIVE HIGH SCHOOLS:
THE GATEWAY TO OUTDOOR PROGRAMMING IN PUBLIC EDUCATION

By

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About the author: Mr. Rippe received a BS degree in Earth Science Education at the University of Minnesota and worked for a year at the junior-high level when he began designing curricula around the mobile, outdoor classroom. He developed the experiential learning program at University Day Community where he serves as Experiential Coordinator as he completes his Master's degree in Experiential Education at Mankato State University. He has participated in the National Outdoor Leadership School (NOLS) and has been an Outward Bound instructor. Mr. Rippe is working to integrate high-school programs with Urban Outward Bound curricula.

Abstract: Teachers looking for employment in the outdoors find traditional public schools difficult to access. Alternative schools offer a gateway into the educational system. This paper outlines four major areas the traditional teacher is required to manage when becoming an outdoor instructor. These areas are student accountability, safety management, program budget, and team participation within the school system. The article recognizes the value of alternative programs in developing certifiable outdoor lessons that can be converted into the mainstream school setting.

After receiving my teacher certification, I was excited about making a positive change on the youth of today. After spending my first year in the public school system, I tore up the book on teacher policy and I knew that if I was going to last in teaching, I'd best conform. To my surprise I discovered how to use the alternative school system to promote myself and the concept of experiential learning in the outdoors.

Alternative programs include high schools and treatment centers that integrate therapy and education. These are the proving grounds, natural sorts of places for teachers to develop theory into practice. The typical student needs a creative, effective education that relates to his/her life. Experiential learning delivers this.

The Classroom Teacher as Outdoor Instructor

In structuring an outdoor program that will be used toward high school graduation, the method of accountability needs to be part of the organizational plan. Listed below are several methods used to collect information:

1. A behavioral system that observes the participants X number of times in an hour and assigns either an off-task or on-task character to an ongoing tally sheet.

2. A qualitative record that allows for student performance to be broken into categories that relate to students' participation and ability to interact with others.

3. A lesson plan that records the topic, time frame, and learner outcomes.

Safety Management

Classroom teachers take on many new responsibilities when they decide to leave the traditional school setting. These new responsibilities can be seen as challenges or as intimidating obstacles. Classroom management becomes project management and the teacher must take on the role of safety manager. The teacher certification process prepares the individual to effectively work in the classroom, but a paradigm shift must occur to work effectively in the outdoors. Many programs try to address safety issues but usually maintain a superficial understanding of prevention management. Teachers with little or no training in outdoor instruction can be sent out to run programs with a wait-and-hope attitude.

The training for this area of project management is an ongoing process that requires a long-term commitment. Any teacher who walks out of the traditional classroom must be trained in an advanced course in first aid. If any part of the class involves being on the water, an instructor must be a lifeguard. An emergency action plan should be established with communication points; medical releases for all participants should be on hand.

Many established outdoor schools offer programs for teachers that specialize in developing the teacher into an outdoor instructor. These programs are a valuable resource.

Unfortunately many alternative-school administrators are quick to give teachers new responsibilities with but few resources. Be aware of this; it leads many fine instructors to burnout and new career plans.

Program Budget

If a teacher enters a program with a vision and motivation, people will notice; if a teacher enters with a funding proposal and a network of resources, people will stop and listen.

Most school programs have very limited funding for outdoor experience; in many instances, outdoor experience may not even be part of the mission statement. The teacher must be prepared to work with administrators to revise program goals to include adventure-based learning. If the teacher is prepared to obtain resources through grant proposals or other means of fund raising, a school program that would not otherwise start or maintain an outdoor component will be in a position to consider the idea.

Every community has organizations that are eager to participate in partnerships. These partnerships can be composed of elements ranging from public resources to student internships to private groups donating goods or services. For example, a police department in Minneapolis donates unclaimed bicycles to a school and a local bike shop donates repair work. As a teacher working in an outdoor program, your ability to establish a network of resources is critical in establishing and enabling the long-term survival of the program.

The Teacher as Team Player

Working successfully in any school program depends on the teacher's ability to integrate his/her program into the regular classroom. Lessons offered for credit in the field ideally coincide with and augment what is taught in the classroom. With careful planning, all the teachers in a school can work together to create experiences that result in a positive group effort. For example, a canoe trip can incorporate environmental science, social studies, English through journal writing, and many other subjects.

The outdoor instructor can tend to become isolated from the rest of the team because he/she spends the majority of time away from the classroom. It takes careful planning for the outdoor instructor to include other teachers in delivering programs that really make a difference and result in lifelong learning.

TEACHER CERTIFICATION K-12
QUESTION AND ANSWER SESSION #2

From transcriptions

Moderator: Kenny Wikler, Outdoor Education Teacher, Crested Butte, CO
Panelists: Dee McAdams, Steve Rippe, Lisa Sargent

MR. WIKLER: I would like to open it up for questions.

MS. CHOPYAK-MINOR: I have questions for all of them. I will start with Dee. How big is the Telluride School District?

MS. McADAMS: I think we have two buildings, K through five, and another building, 6-12, and I think we have a total of 350 students. It is small.

MS. CHOPYAK-MINOR: As kind of a lead into that, I wanted to ask, it is obvious to me how you make the connection to the community, but how did you begin building the program? It sounds like you are really integrated not only in the classroom with the teachers and what they are teaching into the outdoor component, but it sounds like you have the total support of the community. That is huge, that is great. How did you begin that?

MS. McADAMS: In a quick nutshell, my background is in Outward Bound; I have worked with three schools and have seen how effective they were. I had come out to Telluride to live and ski for the winter. I fell in love with a person on the ski patrol, and decided this was where I was going to live, and figured out I would like to do something in outdoor ed in Telluride.

I started saying, "Oh, my God, what am I going to do?" I took steps to connect with the administrators of the Telluride school and looked at the options. The thing that helped put my foot in the door was that the staff, at the time, wanted to do a teachers' in-service at the Leadville Base Camp for three days. I got down on my knees and I begged for them to let me instruct that one. They said sure.

So that way, I had the immediate connection. When I walked in the door of the Telluride School, they associated me with, "Gosh, that was the one that was in Leadville. Gosh, could do you that with our kids?" That opened the doors, and I spent almost a whole year just on my own time. I was working another job, going in and meeting with teachers one on one saying, "Kindergarten teachers, what do you see would be the needs, what is the emphasis that I can help?"

MS. CHOPYAK-MINOR: That's great.

MS. McADAMS: What I ended up doing is I wrote a proposal to the Telluride School Board and appeared before them. With budgets the way they were,I didn't go after the $35,000 a year salary and the $10,000 a year programming budget. I didn't sell myself cheap, but I went very inexpensive to get my foot in the door, and my salary has increased year after year.

MS. CHOPYAK-MINOR: The question I have for Steve is, how did you evaluate needs of these inner city kids? How did you go about knowing what they needed or addressing their needs?

MR. RIPPE: Well, from a student's perspective, we met with the students ahead of time and asked them what their thoughts were and what their needs were. It was very important that we did that because we had no idea there would be gang issues or all of the other things that suddenly came up.

We also met with the Outward Bound School, a private group called Film in the Cities, and our school. Our teachers got together with three people, and we brainstormed on how to meet their needs.

MS. CHOPYAK-MINOR: Okay.

MR. RIPPE: People were happy to do that. They were excited.

MS. CHOPYAK-MINOR: For Lisa, just out of curiosity, I know that all the programs in Oregon are subsidized by the state, but how much does it cost to go to Camp West Wind?

MS. SARGENT: Each student pays $20.

MS. CHOPYAK-MINOR: Do you know what the costs are over and above that?

MS. SARGENT: No. Washington County supports that, the county that Beaverton School District is in, so we get the same funding as all the other counties. So, Camp West Wind, with all the counties, they still pay the $20 just to go for the week. When I went as a sixth grader and in high school, the students didn't pay anything.

MS. CHOPYAK-MINOR: Does this include transportation costs?

MS. SARGENT: Yes.

MS. CHOPYAK-MINOR: That's great.

MR. WIKLER: Any other questions?

MS. EISENBERG: I think that's great about your program. I have worked with a lot of outdoor ed programs. Eighty percent of the teachers that come, we give them the opportunity ahead of time to come up with ideas that they want to teach. They have their own time. Everyday that they get with the students, they can focus on stuff that the students have been learning during the week, but 80 percent of the teachers come with their own coffee cup and they sit in their teacher's house. It is really hard to get them involved.

MS. SARGENT: Last year was my first year at West Wind at the beach with Kenny. I think as the years go on, what I would personally like to do is get more people on the bandwagon and more teachers involved in my school district because I was offended that the counselors--they just didn't want the teachers involved at all, even on the trails--just sent the kids back that they had problems with.

I broke out and went on the trails anyway. I agree with you, teachers need to be more aware, especially when they have an experience that is readily available to them like outdoor schools.

MR. RIPPE: If I can add to that, lots of teachers are scared because they are already overworked, they already have a lot to do, and when you come in there with eyes blazing saying, "I have this great outdoor program," lots of teachers immediately think, "Oh, my God, you know, that means I am going to have to do how much more?"

When you present it, you need to be able to present it in a way that says this will be an effective way for you to teach your students, and it won't necessarily mean more work--you have to be able to show that up front.

MS. EISENBERG: That's why the outdoor programs need to work with the schools, so that the program ties in with what they do in the classroom. In California--where there are a lot of outdoor schools, a lot of outdoor programs--they go to the one that is, for one thing, the least expensive, or is close, or because it is on the coast. They want to take their students on the coast, because they live in the mountains, yet it is a program that doesn't tie in with anything they do in the classroom.

When I worked at the science school in Wyoming, we had teachers that would start in September and start building on things that they would learn in February when the students would come; that's the difference between some teachers and some programs. It is just whether you went out and picked one or whether you are working with it.

MR. WIKLER: A comment the lady this morning mentioned from the science school on how it is frustrating having 48 hours. As a public school teacher, you have plenty of time to follow through; you know what the district objectives are and you can meet them, and you can test them. You can have some kind of visible accountability. You can justify why you went, in other words, which basically is what you have to do.

MS. CHOPYAK-MINOR: It takes that working relationship because, on our end, there is certainly the willingness. We have designed a whole set of curriculum that is pre- and post-trip related that the teachers think they have to make the copies and that's it. We still encounter, no matter how hard we try, teachers that are totally unwilling and look at it as a vacation and an experience they have done.

MS. SARGENT: I found that, too. I was to take my two teammates with me and take the whole sixth grade from my school, and what they said, "You do the work this year, and I will go with you next year." I wanted it to be a team effort, you know. They have other things in their lives, they have more responsibility with families, or whatever, but it just has to be a priority to them.

MR. WIKLER: Ken has a question.

MR. GILBERTSON: A comment is that a lot of teachers aren't as resistant as much as they don't know how. They need to be taught.

MR. RIPPE: And when you are conceptualizing the idea, make sure you bring people in at that point in time because if you have it all thought out, it becomes your brain child, your baby, and then you are asking everybody else to do your thing rather than saying from the very start, what do you think, and what can you contribute? Then everyone gets ownership that way and satisfaction.

MS. CHOPYAK-MINOR: You know, the other thing you were saying about funding, that's where--at least in marketing the science school--that's where I found like our biggest strength. If you can give one scholarship for one kid to come to the science school for free, if you can present them with a package, I think what you said was really right on. If you have the idea and you have the motivation, people will listen to you, but when you start talking budget and funding it really changes the whole tune a lot.

MR. WIKLER: To stay on schedule, which we are a little bit off, does anybody have any last questions or comments?

MR. COCKRELL: Kenny, I wondered if you would give us a little autobiographical statement, kind of like Dee did, as to how you got your program up and running.

MR. WIKLER: I wouldn't consider what I am doing a program like what Dee is doing. I think I am kind of in the process, you know. I would like to see in Gunnison County Schools a similar program. It may not be exactly, but I guess the approach I took was start out small and successful. Show people that these kinds of things are valuable and that they can fit into the desired goals of the district.

I remember the first year. I was not working in the school district, but I wanted to take some kids to Oregon. I couldn't get the blessing from anybody, so I decided two days after school was over to organize the parents anyway and asked them if it would be okay to do that; we pretty much organized that trip. We went after school was over. I had the kids do a slide presentation to the school board showing them what they had experienced and telling about the value of that experience, and the parents as well. Now, this will be the fourth year. I hope to consider it a program, instead of having to fight for it every single year, even though it still needs to be presented to the school board and okayed or not.

Another one with the eighth grade--we have been taking them to a site up in Taylor Park. That went from a one-day to a three-day program because it has been well received. We started out slow, and gradually, we have invited parents to come and assist us so that they can also see it. It is just like what you were saying, it is bringing in people and getting ownership; slowly, but surely, they start to see.

Wednesday, there will be a meeting with the superintendent. The City of Gunnison has offered a piece of property, a piece of wetland down along the Gunnison River, and asked if we would like to use it as an educational facility. Well, of course we would.

I think all of this is finally starting to get to the point where it has reached some fruition, where the superintendent is willing to buy in because she has seen the value, too. She came and visited the Taylor Park experience.

I don't think you want to bite off more than you can chew. You want to make some small, successful programs. I think that in a small community like this, or like Telluride, it doesn't take long before the feedback gets around. You kind of create a need for something like that.

MR. COCKRELL: Are you a science teacher, is that what your formal position is?

MR. WIKLER: I have a variety of subjects. It is a small school, so, we pretty much do it all, but science is one of them.

MR. COCKRELL: Could you comment on the recognized expert status real quickly?

MS. McADAMS: I sure will. Just 30 seconds to back up on that. When I came into the Telluride Public School System, what I have is a basic BA (Bachelor of Arts) in sociology from North Carolina State University with teaching classes that I have taken over the past 20 years since I graduated.

When I approached the Telluride Public School, they said, "Well, gosh, I don't know, do you have your teaching certificate?" I said, "No, but I am definitely willing to look into the options and see how would be the best way for me to go get that."

They said, "Okay, we will give you a one-year trial period with the program and see how the program goes and then we will look at it long term." After the first year, they were, "Yes, we definitely want to do this." I have already spent one year doing it, and I am hired for the next year, but I still don't have a teaching certificate.

I went ahead and did it--I went to school in the summer up in Maine and took four teaching courses working towards a degree through Regis College. It was my third year with the school, and I still don't have the degree, yet, but I am working towards it.

What the State of Colorado had me fill out was an emergency teacher form. What I did year after year in my job was dependent on filling out the form, sending in the information, getting the approval. I had 100 percent backing from the administration: "Gosh, Dee, how can we get this to work? How can we have you get a teaching certificate living in Telluride doing your job?"

It just didn't seem to go together without me leaving Telluride for two years to go back to school, or possibly during the summer. The process had gone on to the end of my fourth year of the school. They said, "Dee, you have to get that degree."

I said, "No." My job was up on the line. I said, "Well, I have known that from the start. If I do lose my job from not having my teaching certificate, no hard feelings, I have known it, I will go back and get it, and maybe when I come back, Aspen will want a program, and I will have the degree."

I have known that all along. The thing that bailed me out right at the last minute was an application for a letter of authorization Type 1 recognized expert. That is for a special teacher. It is approved by the Colorado Department of Education for people who are teaching wood shop, home economics, maybe music, I am not sure, or drama, journalism, subjects that they are teaching that are not certifiable under the Colorado Department of Education. This is basically a Band-Aid. It allows me, at 40 years old, not wanting to give up my job, to go back to school at this point, a chance to continue working within the school.

Because of the education classes that I have taken, I know the value of having a teaching certificate; I very much wish that I had one within the school. The classes are important. I think it gives me a good overall perspective and it gives me the base of knowledge that I think is needed to teach the kids.

In lieu of that, I am taking EMT. I am doing rock site management courses, all kinds of different things, to keep my experience upgraded. Finally, I am with the school. I am almost full-time and I have the benefits, but it is still year to year; I am never tenured. Every year, I give it my best effort because I know when the budget comes down, if there is any fat to be trimmed, I am out the door. So, I do the best job I possibly can every time.

MR. WIKLER: Thank you very much.

TEACHER CERTIFICATION, K-12, WORKING SESSION

By

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Introduction

This working session took place after most of the participants had attended one or two panel discussions on the topic of teacher certification. The panel discussions introduced current outdoor education programs being run in public school districts, outdoor/environmental education scope and sequence curricula being utilized in public school districts, special outdoor education trips that public schools were taking, and outdoor teacher education programs that had been developed at universities. In light of the information discussed at the panel sessions, the facilitator decided that the issue of outdoor education as a certifiable teaching major was one foremost topic. Therefore, the following question was designed for the working session: What are the barriers that must be overcome in order for one to be certified as a K-12 public school teacher in outdoor education?

Procedures

The question that was presented to the entire group (approximately 20 people) was as follows: *What are the barriers that must be overcome in order for one to be certified as a K-12 public school teacher in Outdoor Education?*

A nominal group process was used to generate a list of statements about barriers that must be overcome. The group divided themselves into smaller groups of four to five people per group. As a first step, participants individually listed barriers on a note card. They conferred in their small groups compiling lists to make one group list. After each small group was finished with their list, we came together as a large group and shared. Each small group took turns naming barriers on their lists to place on large chart paper attached to the wall.

We arrived at the following statements as barriers:

1. Teacher education programs need to include outdoor education in their programs.
2. There is a lack of understanding by the general public and government agencies.
3. There is a lack of state mandated framework for environmental education.
4. Outdoor educators are unfamiliar with the public education system.
5. Outdoor educators need to go through a teacher education program.
6. There is a lack of identified competencies in the field of outdoor education.

7. There is a lack of accessibility to college teacher education programs in remote/rural areas.

8. There is a lack of training and advising in undergraduate programs for those interested in outdoor education.

9. The nebulous nature of the field of outdoor instructing is a barrier.

10. There is a lack of in-service and pre-service training in outdoor education for classroom teachers.

11. There is a lack of money for any new programs anywhere.

12. Why isn't outdoor education a stand-alone discipline that allows us to teach without having to have another area of certification?

13. Where do we go from here?

After the large list was written, our next task would have been to rank the barriers in order of importance or urgency. After that was completed, we should have discussed possible solutions to these barriers. Neither of these tasks were completed however. Instead of proceeding with the plan of the working session and following the above stated steps, group members preferred to reiterate and discuss the above stated barriers. It was the facilitator's decision to let the working session participants take this direction as our available time was nearly used up.

Conclusion

Overall, this session was productive. A list of barriers was generated and anyone interested in pursuing the design of a teacher education certification program in outdoor education could refer to the list of barriers and work from there.

One of the recurring problems that produced a good amount of discussion was the problem of the broad and undefined nature of outdoor education. Outdoor education may include outdoor recreation activities, adventure activities, environmental science content and activities, other traditional academic subjects taught in the outdoor environment, and all taught using a vast number of teaching styles and methods. Because outdoor education is often ill-defined and covers so many different varieties of subjects, teacher education programs have difficulty considering anything related to outdoor education as an acceptable certification major. Before progress in the field of teacher certification for outdoor education is made, outdoor education leaders will have to come to an agreement as to what should be included in a major, the competencies that should be required, and the content that should be taught.

ACCREDITATION AND STANDARDS

ACCREDITATION OF ADVENTURE PROGRAMS IN THE ASSOCIATION FOR EXPERIENTIAL EDUCATION

By

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Board of Directors
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About the author: Karen Warren, M.S. in Experiential Education, is an Instructor for the Hampshire College Outdoors and Recreational Athletics Program in Amherst, Massachusetts. She teaches classes in outdoor leadership, experiential education, and wilderness studies. Karen is also on the graduate faculty of Lesley College's National Audubon Expedition Institute.

Abstract: Accreditation of adventure programs is currently an important topic within the membership of the Association for Experiential Education (AEE). This paper will review the current debate and detail the voluntary external peer review process presently being tested by the AEE for program accreditation.

A member-initiated demand for program accreditation has been at the forefront of issues within the Association for Experiential Education (AEE) in the past few years. The AEE is an international organization for programs and people who advocate experiential learning in a variety of settings. While the roots of the organization are in adventure education, the membership currently has affiliations in education, recreation, mental health, outdoor leadership, youth services, corporate training, programming for people with disabilities, and environmental education. This paper will explore the interest in developing a system of accreditation for programs involved with AEE.

A study funded by the AEE found that 74 percent of organization members favored accreditation of adventure programs (Bassin et al. 1991). The move toward accreditation arose from many within the AEE who wished to distinguish programs demonstrating competence from those with questionable or unknown standards. The economic benefit of reduced liability insurance premiums was also instrumental.

Background

Historically, the rhetoric around standards within the AEE centered on instructor certification. For years the certification debate raged within the adventure-education community with little consensus developing and therefore no clear path of action for the AEE as the professional umbrella association of these diverse adventure programs. Consequently, certification was left to the bailiwick of individual programs and the fervor for the issue dissipated. Brock University students (Bassin et al. 1991) found that when asked to make a choice between certification and accreditation, a clear majority of AEE institutional members preferred accreditation.

The recurring call for standards and ethics within the profession (Hunt 1991) continues to impel the AEE to act on the creation of a scheme for program accreditation. Research and information gathering about starting a system of accreditation has begun. Accreditation has been designated as a key initiative by the current AEE Board of Directors and a Task Force on Accreditation of Adventure Programs will convene prior to the AEE's 19th Annual International Conference in Lake Junaluska, North Carolina, in October. In addition, a pilot model of peer review developed primarily by AEE members in New England has been through several test runs (Gray 1990).

Peer-Review Process

The peer review process currently being tested in New England is voluntarily initiated by the program director of the AEE organizational member seeking accreditation. The program requesting review pays for all associated costs plus an additional fee to the AEE national office. The site visit is done by a three-person team of regional reviewers with one designated as the regional team leader. A regional senior reviewer oversees the respective review teams, facilitates communication, and matches programs with the appropriate team. Finally, in the proposed model, the National AEE Safety Committee Chairperson confirms regional reviews, responds to appeals, and makes the final determination on accreditation based on the review team's recommendation. Accreditation is for three years unless there is a significant personnel or procedural change within the organization (Gray 1990).

The sources of reference for the peer are *Safety Practices in Adventure Programming* by Simon Priest and Tim Dixon and *Ethical Issues in Experiential Education* by Jasper Hunt. The criteria to be assessed in a review include questions about staff, participants, structure, program activities, emergency procedures, logistics, transportation, and policies and procedures.

Outstanding Issues

The following concerns must be addressed in creating an AEE accreditation program.

1. What will accreditation mean? Will programs meet only basic standards or aspire to achieve higher standards? Presently, the peer review system is not designed to be a measure of quality assurance. As it stands now, quality assurance is left to the internal review process of each program.

2. Regulatory vs. educational. Will there be consequences for a poor peer review? Current sentiment suggests that the process should not be regulatory. Instead it is viewed as an educational opportunity to assist new programs in establishing and enhancing quality practices.

3. Expense. How to make accreditation affordable but still generate enough income to support the system is still unclear. Also, the insurance premium discount needs further definition.

4. Creation of standards. There is interest in further developing standards and guidelines for safety practices, ethical behavior, and experiential education methodology used in programs requesting review.

5. Peer-reviewer training. The need for consistent training of peer reviewers is integral to the creation of an accreditation system. Ideas suggested include creating a training video and a peer reviewer manual.

6. Trust. As the people in the profession are fairly independent and autonomous, to expose one's program to the scrutiny of peers is placing oneself in a very vulnerable position. Any accreditation system has to take this fact into account and provide means to allay the apprehension inherent in peer reviews.

7. Legal questions. What are the limits of liability for the AEE? Does a published set of safety practices serve as de facto standards subject to legal scrutiny?

Conclusion

While there are some important unanswered questions, it is apparent that the AEE is on the threshold of creating a voluntary external peer review process that can be used for accreditation of adventure programs. The organizational membership of the AEE is currently behind the effort to refine the many pieces of the scheme to make peer review and accreditation a choice for adventure programs in the near future.

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THE WILDERNESS EDUCATION ASSOCIATION AND ACCREDITATION

By

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Abstract: The Wilderness Education Association (WEA) accredits colleges, universities, and outdoor programs to offer the WEA National Standard Program for outdoor leadership certification. Since WEA's inception in 1978, the organization has experienced growth and dramatic organizational restructuring. It has been only in the past five years that significant energy was dedicated to creating a formal accreditation system resulting in a program affiliate network. Recent growth has forced the WEA to once again reevaluate the accreditation system to meet future needs. WEA is dedicated to the advancement of the outdoor leadership profession and wishes to participate as a team member among colleagues. The benefits of adventure education hold key solutions to the problems faced by society and the environment.

Introduction

Over the past five years, the Wilderness Education Association has specifically channeled organizational energy to create an accreditation system that allows colleges, universities, and outdoor programs to offer the WEA curriculum and certification process for professional employment. Most organizations interested in WEA accreditation offer degree programs or specialized training in outdoor leadership. By adopting the WEA curriculum and certification process, WEA accredited programs (WEA affiliates) adhere to a standardized process utilizing extended expedition training as the primary leadership training tool. Programs seeking WEA affiliation must participate in an application process which includes submitting a formal proposal to the WEA board of trustees. WEA accredited program numbers have fluctuated over the years but a dramatic increase has occurred over the past two years. The system continues to evolve and current activity indicates future growth.

WEA History

To understand the Wilderness Education Association's philosophical position and role as an accrediting body, one must be familiar with WEA history and organizational purpose. WEA strives to promote the professionalization of outdoor leadership to thereby improve the safety and quality of outdoor trips and enhance the conservation of the wild outdoors. All WEA programs utilize the WEA curriculum as the foundation for outdoor leadership training and wilderness user education. In the late 1970s, founders of the WEA originally thought that integrating WEA accreditation into an existing system of prominence would be the most effective method of training professional leaders and instituting a certification system. The academic system seemed the most logical avenue to bring the struggling outdoor profession to a place of national acceptance. Motivation to professionalize outdoor leadership stemmed from the growing recognition that something must be done to reduce outdoor-related accidents and reduce the environmental damage caused by users.

By affiliating with colleges and universities at its inception, WEA reached a dedicated population of individuals who sanctioned outdoor leadership training as critical to professional development. In addition to the WEA programs offered by colleges and universities, the WEA national office promoted and operated its own programs as a source of income. A historic event in the evolution of WEA occurred in 1986 when the WEA board of trustees refocused organizational energy to function solely as an accrediting body and professional association. This decision was made because WEA was unable to effectively service and monitor course quality in the affiliate universities while at the same time administering its own programs. In 1986, the WEA board decided that WEA must eliminate home office programs and decentralize completely in order to more effectively accomplish its mission (Cockrell, 1990).

WEA Accreditation

Probably the most interesting aspect of WEA's development as an accrediting body concerns outdoor leadership certification.

During WEA's birth period, founders envisioned a national outdoor leadership certification using accreditation as the vehicle. WEA's action to implement a certification system symbolized a maverick attempt to move forward in a profession not ready to accept that particular path. "Because adventure education is a young, rapidly evolving field, existing certifications serve only as milestones on the path to maturity" (Miles & Priest, 1990).

Today, WEA continues to certify WEA outdoor leaders through affiliate sponsored National Standard Programs. WEA outdoor leadership certification simply verifies that an individual successfully completed a standardized training program while gaining a realistic understanding of her or his abilities and limitations. Individuals receiving WEA certification have undergone an extensive evaluation process which assesses level of judgment, decision-making skills, and minimum outdoor skill competencies.

Priest (1991, p. 9) states, "certification of outdoor leaders is a dead issue unless conducted in-house for individual program staff development." Dramatic change has transpired in the adventure education profession and the emerging trend signifies a move towards accreditation through peer evaluations and safety review (Priest, 1991). WEA has been forced to reevaluate its position and redefine its dual function as a certification and accreditation body. WEA no longer places as much emphasis on generic national certification but rather promotes WEA certification as a way to validate a specific type of outdoor leadership and training. Academic institutions and outdoor education programs have embraced the WEA accreditation system as a means to affiliate and offer the WEA certification process and curriculum.

In order to be accredited to teach the National Standard Program (NSP) for outdoor leadership certification, a candidate institution must prepare a curriculum plan explaining details of how the NSP curriculum will be incorporated into the institution's program and staffing. The curriculum plan shall be evaluated by the WEA board of trustees at one of their biannual meetings. The plan will either be approved for accreditation, rejected, or returned with recommendations for revisions. Because revisions may be requested, curriculum plans are usually submitted at least six months prior to the first planned NSP course offering.

WEA Standards and Requirements

To become accredited and maintain accreditation, the institution must meet each of the following outlined standards and requirements. (WEA Affiliate Handbook, 1989)

1. The adopting institution must meet the goals and objectives of the NSP curriculum as described in *The Wilderness Educator: The WEA Curriculum Guide* and *The WEA Lesson Plan Manual*. The preferred format is a single course consisting of 28-35 days of field experience in a wilderness setting. The curriculum plan presented to the board of trustees should include a course syllabus or syllabi clearly indicating how and when the 18-point NSP curriculum areas will be addressed. Any revisions of the original syllabi accepted by the board should be resubmitted for approval.

2. The adopting institution must document that they can provide adequate equipment, supplies, and logistical support for a major educational expedition. Institutions must provide WEA with a certificate of insurance, copies of emergency plans, a simple medical form, and a wavier of liability form.

3. A WEA certified instructor must teach the course. For full accreditation, the certified instructor must be a full-time faculty or staff member. The WEA affiliate network provides instructor and professional course opportunities for staff seeking WEA certification who have prior teaching and expedition experience.

Provisionally accredited institutions must contract with a certified WEA instructor to teach the course. WEA coordinates a network of instructors, most with graduate degrees, and can refer candidates for either adjunct or permanent faculty positions. WEA instructors contracted to teach the course must receive compensation comparable to that of other faculty of like rank for equivalent credit load responsibilities. Contracted instructors will arrive at least three days prior to the beginning of a course to ensure quality planning and communication.

4. Standard WEA evaluation and certification procedures must be employed. All written evaluation instruments must be filed with the WEA office within one month of course completion. The decision to certify NSP students rests solely with the WEA instructor(s) based on his or her understanding of the criteria for quality outdoor judgment and leadership. Certification decisions made by instructors are usually regarded as final and instructors may not make certifications contingent upon completion of post-course assignments. Students who wish to appeal a certification decision may do so by presenting written testimony to the board of trustees.

The course grading system should reflect the standard WEA evaluation process, and the assignment of grades is the prerogative of the institution. WEA recommends that the usual distribution of grades for the adopting institutions be fully employed on the NSP course.

5. The adopting institution must pay $100 annual accreditation fee and $100 per NSP student for administrative expenses associated with provision of curriculum materials, diplomas,

membership services, and the maintenance of permanent records. The $100 student fee applies regardless of whether or not the student becomes certified.

6. The adopting institution must agree to allow WEA representatives (defined as WEA administrative staff, board members, and fellow affiliates) to visit or otherwise monitor the program at a time and by a process mutually agreed upon. Institutions may be asked to compensate fellow affiliates (peer reviewers) for time and travel expense during the evaluation process. Programs are evaluated at least once every five years.

7. Affiliates are asked to participate in overall curriculum development and improvement. This may be done in several ways: (a) participate on peer review committees, (b) share new techniques and information through publications, (c) participate in evaluating WEA's evaluation process as changes occur, and (d) attend annual WEA conferences.

Conclusion

The above outlined process for accreditation and expectations of a WEA affiliate represents an evolving process reflected by organizational growth. Due to current growth trends, WEA has already begun restructuring the accreditation system to accommodate a larger affiliate population. The issue of monitoring and maintaining program quality are at the forefront of organizational priorities. WEA encourages affiliates and instructors to take an active role in growth by providing formal avenues for input. The greatest fear may be the creation of a bureaucracy void of the values which form the foundation of humanism and environmental consciousness common to adventure educators.

WEA seeks relationships with peer organizations to strengthen the profession. Accreditation is, of course, only part of the solution towards the advancement of the outdoor leadership profession. The rest will evolve over time molded by the dedicated individuals working towards a common goal. The benefits of adventure education to society and the environment form important building blocks to make our world a better place to live.

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CHALLENGES IN ACCREDITATION

The Experience of the American Camping Association

By

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Abstract: This article discusses the rationale for establishing accreditation systems, and introduces the challenges/dilemmas facing those administering such a program. Examples from the experience of the American Camping Association are presented to demonstrate implementation of a national accreditation system for outdoor programs.

The American Camping Association (ACA) has been in the standards-setting business for over 55 years. We serve professionals who are owners/operators/directors of *organized camps*, that is, camps that provide organized programs to groups of persons, not campgrounds and RV parks. Camp sponsors who affiliate with us include scouts, Y's, church groups, independent owners/operators, etc., who may provide day, resident, tripping, or travel camping experiences.

Rationale for Accreditation

First, one must understand the basic differences between accreditation and licensing. Licensing is carried out by a unit of government (generally) and is mandated. Accreditation is voluntary and is implemented by an organization other than a unit of government; most frequently, a non-profit association of some type.

When camp standards were first drafted in the mid-'30s, there was hope that practices among camps could be standardized. This was a relatively young industry (beginning in the mid 1860s), and interest in establishing camps was growing. Efforts were therefore made to establish minimum guidelines in the health and safety arena to help camps. Naturally, at that point in time, there was not significant state regulation of youth camps. Standardization of practices is, of course, a benefit to consumers (whose expectations can then be somewhat standardized), to providers of equipment and services, and to practitioners.

Second, there is a strong feeling among accrediting bodies that the purpose of accreditation is education. Accreditation standards educate practitioners to both *common practice* and the *standards of the industry*. This is particularly true in a field where there is not professional academic preparation. Standards define expectations for the profession, but they also help educate the public about the industry and its practices. Interestingly in our field, these standards of the industry are applied to both accredited and nonaccredited programs by courts of law and by consumer expectation.

Camping leaders share the wish of many outdoor/recreation leaders, that recognition as a profession would be more evident. One of the marks of a profession is that they monitor themselves. Accreditation through a peer-review system is certainly an effort to monitor oneself and demonstrates a willingness to establish at least minimum criteria in a variety of areas.

Finally, and perhaps most important to many practitioners, leaders/administrators hope that accreditation of programs and self-policing will hold off or at least ameliorate government intervention. As in so many areas of life, timing here is everything. Day care accreditation only developed after the horrors of McMartin generated state and federal mandates for licensing. Those of us accrediting only a small percentage of the total available population (ACA estimates it accredits 25-30% of the identifiable camps in the U.S.), may be ineffective at staving off government regulation if we cannot demonstrate that a significant number of programs meet standards.

Challenges in Accreditation

Whom do you serve?

Accreditors readily recognize that several groups will vie to be primary on the list of persons who influence the standards process. The public would like the standards to be as stiff as possible for they think that accreditation should be synonymous with quality. Program operations (applicants for accreditation) understand the importance of strong standards, but also usually dislike change. If new standards have significant budget impact, or require remodeling, or the development of new procedures, this inconvenience can bring opposition to new standards. Any accrediting organization wants as many programs to be accredited as possible. If the standards are too easy, the good programs will feel the designation is worthless. If too difficult, many won't achieve it. So where is the balance? Who is your primary audience? When facing the dilemma of what's best for the public--wearing PFDs (Personal Flotation Device) in small craft--and what's comfortable to staff and participants--PFDs available, but not always worn--which will you choose?

What are you trying to accomplish?

Will you establish the basic minimum standards for the industry? Or will your accreditation system try to discriminate between the top programs and the others? There is one accrediting body known to this author who only wants to accredit the top 20% of the programs in their field in the U.S. Most accrediting bodies, including ACA, have taken the approach of accrediting all who can meet the standards. But how high do you set the standard? Often when accrediting programs are new, they attempt to establish baseline standards to bring some uniformity to the industry. As people get accustomed to the system, then standards are modified. Generally, accreditation requirements represent some mix of basic minimal requirements and requirements that stretch programs toward growth and excellence.

Is your accreditation a *warranty of fitness*?

Does it make some outright or implied guarantee to the public? Choose an accredited program where you will be safe! Of course, no accreditation program can guarantee safety or accident prevention. Accreditation should be an indicator that this program operator has taken steps identified by the profession as important in risk management. But a guarantee? No. Insurance companies have been known to refuse coverage for programs that offer warranties of fitness to the public.

Who will make the determination of accreditation status?

Once standards are established, decisions must be made as to what constitutes accreditation. Must there be full compliance with every standard? Or must the program comply with a minimum number of standards to achieve accreditation? Who makes the determination as to what that level should be?

Related to that, what is the role of the program evaluator in determining accreditation status? In some accreditation programs, on-site evaluators make a specific recommendation on accreditation to a national standards body of the sponsoring organization, and that recommendation is known to the program operator before the evaluation team leaves the site.

In ACA's situation, the evaluators simply score compliance with the standards. The standards instrument is then scored in the national office using a confidential, weighted scoring system. This relieves the evaluator of the pressure of knowing that if they give one more no response to a standard, the operation will fail to meet accreditation criteria. It also encourages the operators to meet as many standards as possible.

How do you maintain quality control in a voluntary, peer-review system?

There is no doubt that one gains invaluable knowledge and experience while serving as a peer reviewer. But one must also devote time to being trained and keeping updated in the system. How much time is a volunteer willing to devote to being trained? How much can you accomplish in that amount of time. The person needs to learn the standards, the system, and the expectations so that their responses to given situations are the same as those of other trainees. If a person has been a yes-person for 25-50 years, will your 10-20 hours of training instill in them the skills to be discriminating and say no under certain circumstances?

Or, if they have been disagreeable sorts all of their lives, will the time you spend training them in building positive relationships cause them to suddenly be successful? Probably not. So screening and selecting peer reviewers, evaluating them in practice, and providing ongoing training are part of the commitment an organization needs to make.

How often will you revisit accredited programs?

There are several facets to this question. The most obvious deals with the regular intervals between accreditation evaluations. Program operators often feel the revisit is too frequent. The public often feels the revisit isn't frequent enough. So again we go back to the question of whom you serve. Reaccreditation for schools and colleges can be as infrequent as once every 10 years. Some accrediting organizations revisit based on performance at the previous visit, with revisits ranging from one to five years. ACA requires revisits every 3 years, with camps signing a *Statement of Compliance* every year.

The second aspect of revisits is: What factors, in addition to time intervals, will result in a revisit? Will you revisit following a death or serious accident/injury at the site? Or what if the state licensing body removes their license to operate? Or what if there are changes in ownership or a change in the site/facility where the program is located?

Who will do your visits?

In addition to finding enough quality persons to reliably conduct visits, how will you match evaluators with facilities? Administrators generally want to be evaluated by someone who understands their type of operation. However, they want no part of a competitor conducting that evaluation. Can the accrediting body put adequate procedures and protection in place to avoid obvious restraint-of-trade problems? Unless you have a significant number of evaluators, finding someone from a similar background who is not a competitor may be a challenge unless you are prepared to fly someone in from out-of-state. Can your finances handle that? Who will make the travel arrangements and handle the details when one party or the other needs to make a schedule revision?

ACA has enough accredited programs (over 2400), and enough visitors/evaluators (about 1000) to permit scheduling to be done locally. This means that those making the assignments are well acquainted with potential conflicts of interest and are able to reschedule fairly easily (and at reasonable expense) when that becomes necessary.

How will you establish the validity and reliability of your standards?

Once you develop standards, what efforts will you make to determine that your instrument measures what you say it does, and is administered in a reliable manner in the field? ACA has benefitted from advanced-degree candidates carrying out formal research under the supervision of experienced researchers to help with these questions. We have had researchers on our Standards Board from time to time who have conducted such research with staff assistance.

How Are Standards Established?

Historically, standards in ACA have been established with a great deal of professional input. In the early years when standards were merely guidelines, a group of respected professionals established them. As the importance of accreditation grew in the Association, a process of having standards approved by our elected Council of Delegates was instituted.

ACA now has a National Standards Board which has 12 members from diverse geographical and professional backgrounds. All are members of ACA and have camp directing experience or expertise in some field directly related to camping. They may be consultants, educators, or research specialists. Board-adopted guidelines require that at least half of the group be practicing camp directors.

This group develops standards, field tests them, and develops procedures necessary to implement ACA accreditation programs. Their recommendations are then presented to our Council of Delegates. Hearings are held at our annual national conference, and input is actively sought from our members. Revisions to the standards are then made by the National Standards Board based on this input as balanced by input from other professional groups (experts in program areas, state law issues, risk management specialists, etc.). Standards are revised approximately once every six years.

Staff is constantly involved in administering the program nationally, thus spotting problem areas or areas requiring further education/training. Staff is also involved with other professional accrediting bodies and allied organizations. Issues that will help keep the accreditation program current can thus be brought to the National Standards Board for action.

Types of Standards

The ACA system has two types of standards: mandatory and general. Mandatory standards must be met in order for accreditation to be granted. In addition, camps must comply with at least 80% of the general standards. These general standards are divided into categories such as site, administration, transportation, personnel, program, health care, aquatics, etc.

How the ACA Accreditation Process Works

The common process for becoming accredited involves joining the American Camping Association and paying service fees on the camp operation. Service fees, which are paid annually, are on a sliding scale based on the operating budget of the program seeking accreditation. These fees also vary based on geographical area with ACA's local sections determining their rates based on local expenses for services to camps. Service fees cover all ACA services to camps (as differentiated from services to individual members such as our magazine) and include costs for accreditation programs, legislative efforts, public relations, etc. Average annual costs are $500 in camp service fees and individual member dues of $165.

Having paid fees, owners/directors are then contacted by the local section and advised of the times and locations of the Basic Standards Course. Completion of this five to six hour course is required prior to scheduling a visit. This course explains the accreditation criteria and requirements, describes the system utilized by the accreditation visitors, and provides opportunities to explore the specific standards applicable to the camp's operation.

Camp directors will then have a period of time to prepare materials required by the standards. At any time, they are free to contact the visitors or section standards personnel to ask questions or obtain information on how to come into compliance with the standards. Visitors from the local section will be assigned to the visit, and will contact the camp to arrange a mutually convenient date. Visits are announced (as opposed to surprise visits), and full compliance with the standard is expected at the time of the visit. The visit must occur while the camp is in operation and should occur on a regular program day (not a day devoted to special events, registration, parents visiting day, etc.).

The visit will last a full day. Visitors will arrive early in the morning and will often spend the entire morning touring the operation, observing activities, talking with staff such as the nurse or kitchen supervisor, and seeing all areas of the camp. The afternoon will usually be devoted to scoring each individual standard either *yes*, *no*, or *does not apply*. The standards are worded to be answered objectively with such a response.

The score form is sent to the national office immediately following the visit where it is scored electronically. Camps that fail to meet minimum criteria are notified by mail so that the score form can be checked for accuracy and so that a review and appeal process can be initiated if necessary.

In order to allow for the possibility that errors could have been made in the scoring process or that there were factors in the camp that are not addressed by the standard as written, the due process of rights of camps are provided for in an appeals system initiated by the camp director. Review and appeal systems provide for input both from the camp director and from the visitors who were there on the day of the visit.

Early in the fall, camps are notified of their final scores. Camps who earn and maintain accreditation are published annually in ACA's *Guide to Accredited Camps*.

Results of Having an Accreditation Program

For ACA, the standards program has consistently been rated the "most important" program in member surveys. Its reputation attracts members, and holds them when other things cause the member to question continued membership.

For camps, there is the assurance that if accredited, their practices compare favorably with those established by the industry. Over the years, we have seen improved practices in camps that participate in the accreditation program. This has occurred as standards have changed and caused camps to stretch. We have also noted a significant increase in average scores over the years. This may mean that camps are not satisfied to do just enough to meet the minimum criteria, but are stretching to meet all of the standards. Further, it means that some standardization of practices has occurred.

For the public, a measure exists to determine which camps have voluntarily and successfully submitted their programs to evaluation by outside teams of visitors against nationally established criteria.

ACA has reaffirmed its commitment to accreditation programs by initiating the development of a new designation that should be implemented by 1994. This designation will be for conference and retreat centers.

ACCREDITATION OF OUTDOOR LEADERS IN COLLEGES AND UNIVERSITIES

By

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Abstract: College and university baccalaureate programs in recreation, park resources, and leisure services are accredited by the National Recreation and Park Association/American Alliance for Leisure and Recreation. This program accredits curricula in the Professional Preparation Program and four generic options: Leisure Services Management, Natural Resources Recreation Management, Leisure/Recreation Program Delivery, and Therapeutic Recreation. There is no accreditation for college/university curricula in outdoor leadership. There is, however, the possibility for each accredited program to develop emphases (also called specializations or career thrusts) related to outdoor leadership. These emphases may not be accredited; however, they may be listed as emphasis areas within accredited programs.

The topic of this presentation is accreditation--particularly the accreditation of college curricula in the recreation and park resources field. The presentation is focused on the accreditation standards of the National Recreation and Park Association (NRPA) and the American Association for Leisure and Recreation (AALR). These two organizations are professional membership organizations made up of persons working in every aspect of the fields of recreation, health, and physical education. Branches of these organizations are made up of faculty in colleges and universities preparing students for careers in the fields of recreation. For example, the Society of Park and Recreation Educators is the branch of NRPA particularly interested in education of professionals in the field of recreation, park resources, and leisure services. The AALR is the recreation oriented branch of the American Alliance for Health, Physical Education, Recreation, and Dance, an organization made up primarily of educators.

The NRPA/AALR has developed a series of standards by which to measure and accredit curricula leading to the bachelor's degree in recreation, park resources, and leisure services. Just what is accreditation and what does it mean? Perhaps it is best to start by explaining what accreditation is not. It is not a license to operate something. It is not a guarantee. It is not a certificate granted by a legal institution, state, or licensing office. Accreditation is a term designating that the organization has displayed written and visible proof of meeting the stated standards of a professional organization. In short, if the standards state that the organization should perform three specified actions, the agency then shows how they do, in fact, perform these three tasks.

Accreditation standards, in this case, are developed by a group of university/college educators, practitioners from the field, and one or more members of the general public who, by virtue of their interests and activities, are deemed to be objective, informed and reliable. Academic accreditation is, at worst, a best guess for what should be. At its best, it is a carefully selected and agreed upon list of academic standards believed to be vital to the education of professionals in the field. In the case of the NRPA/AALR, the standards are developed and written by the people elected to the council by the members of the respective educational branches and then approved by the members of those same branches. It is these members who will use the standards. Concisely, these educational standards of professional membership organizations are developed for educators, by elected educators and practitioners, and approved by the large body of member educators who will use them.

The purposes of the NRPA/AALR academic standards can be summarized as: (a) to promote and maintain standards of professional preparation in recreation, park resources, and leisure services; (b) to assist academic units in establishing and attaining goals and programs for professional preparation; (c) to insure continued development and improvement of professional preparation programs; and (d) to encourage innovation and experimentation within acceptable academic and professional standards. It is this last purpose that is of particular interest to those attending today as this relates to how your program of outdoor leadership can exist within an accredited curriculum.

In the accreditation process, the faculty of the department to be accredited writes a self-study that addresses how each of organization's standards is being met. Following the receipt of the self-study document, a visitation team of trained faculty and one practitioner visit the school for verification and evidence of how the document meets reality. After the visiting team makes its report, the self-study and visitor report are studied by a council on accreditation. Then a meeting is held with the department chair, the council members, and the head visitor. At this time a decision is made relative to accreditation or conditions to be met prior to accreditation.

In the current accreditation standards, there are six operational (noncurricular) and three curricular areas of concern to be addressed. The operational areas include: (a) unit characteristics, (b) philosophy and goals, (c) administration, (d) faculty, (e) students, and (f) instructional resources. The three baccalaureate areas are: (a) foundation understandings, (b) professional competencies, and (c) four additional options all or none of which may be selected by the academic unit for greater depth of curriculum. The additional depth options are Leisure Services Management, Natural Resources Recreation Management, Leisure/Recreation Program Delivery, and Therapeutic Recreation.

One standard must be met precisely or accreditation is not possible. In order for the program to be considered for accreditation, it must have three full-time equivalent recreation faculty. For each additional option, there must be one more full-time equivalent faculty. This standard, at this time, must be met fully.

The main area of concern to people attending this conference is that of the curriculum and how it might affect outdoor leadership programs. For every college/university being accredited, there is one major focus that all recreation/park majors must meet: the general professional preparation component. As in most bachelor degree programs, there are specific university requirements many of which are included in the NRPA/AALR foundation understandings. For our purposes, these include knowledge, understanding, and competencies in: natural sciences, political and economic systems, social systems, western civilization, cultural diversity, arts and humanities, human growth and development, group relationships, written and oral communication, and mathematical principles. In most colleges/universities, they are known as the General Education Requirements necessary for the awarding of all bachelor's degrees.

Second, (for NRPA/AALR accreditation) there are the general professional components. These are agreed upon as being necessary for every student entering the field of recreation, park resources, or leisure services. Regardless of individual interest is a specific aspect of the field, every recreation professional is deemed to be well prepared only if prepared with knowledge, understanding, and competence in 40 standards divided into eight areas of professional competence as follows: (a) foundations of the field of recreation, park resources, and leisure services; (b) the leisure services profession; (c) the leisure services delivery system; (d) programming strategies; (e) assessment, planning, and evaluation; (f) administration/management; (g) legislative and legal aspects; and (h) participation in field experiences.

Beyond the professional area, colleges have the choice of adding areas of specialization called options. These include Leisure Services Management, Natural Resources Recreation Management, Leisure/Recreation Program Delivery, and Therapeutic Recreation. Within each option are knowledge, understandings, and skills deemed necessary for the education of persons wishing to go further than the general professional preparation program and to study in depth in one or more of these specialties.

Now, you are beginning to ask: Where does outdoor leadership fit in? Nowhere has it been mentioned. There are two areas where one can insert outdoor leadership into this program. Neither place, however, will result in accreditation in something called outdoor leadership. Why is there no accreditation in outdoor leadership? To you, it may seem that it would be simple to have outdoor leadership accreditation on the college level. You know what you would like. But can every one agree? What is meant by outdoor leadership? Is it youth camp administration? nature center management? environmental interpretation? river rafting expeditions? hunting guide? deep-sea fishing guide? climbing guide? leader of expeditions to the Arctic, the Amazon, the Sahara? safari leaders? What outdoor environment are we talking about? And has anyone ever agreed on the components of an outdoor leader's academic background?

When you think of it, the recreation, park resources, and leisure services professional preparation accreditation standards are generic and contain the components that every professional in the field should have. There are many specializations that can be added on to the generic programs. And these situations do occur.

There are special programs in aquatic management, in aquatic leadership, and in community-based programs for special populations (which is far different from therapeutic recreation and its emphasis on institutionalized populations). There are specializations in commercial recreation and in sport management.

Let's assume that you are a member of a college/university faculty and you want to have a recognized curriculum based on your perception of outdoor leadership. There are two routes you can take: You may have accreditation in the Professional Preparation Program with an emphasis on outdoor leadership. Emphasis is also referred to as a career thrust. We call this *Alternative A*.

Or you may have accreditation in the Professional Preparation Program with one or more of the additional options and an area of emphasis or specialization in outdoor leadership within one or more of those options. For example, you can have an accredited option in Therapeutic Recreation with a specialization or emphasis in outdoor leadership for special groups. You can have an accredited option in Leisure/Recreation Program Delivery with a specialization or emphasis on outdoor leadership. Such programs are termed *Alternative C*.

Another way of saying this is: You could have an academic program that is accredited as a general Professional Preparation curriculum with your own (non-accredited) special emphasis on outdoor leadership (Alternative A). You can not have an accredited curriculum with an option in outdoor leadership (Alternative B) because there is no option called outdoor leadership. Or you can have accreditation as a Professional Preparation Program with an additional option in Leisure/Recreation Program Delivery and a (non-accredited) emphasis in outdoor programs. We call this Alternative C. The outdoor leadership portion will not be accredited; however, you can list in your catalog the fact that your program is accredited as a Professional Preparation curriculum with an accredited option in Leisure/Recreation Program Delivery and a special emphasis in outdoor leadership. While the accredited aspects of the curriculum must adhere to nationally approved standards, the emphasis areas are purely within the domain of the academic institutions.

There are examples of accredited professional preparation programs with their own unique emphasis areas in outdoor leadership. Some colleges even offer their own certification in outdoor leadership. They have enough faculty to meet the standards and include outdoor examples in many of their professional preparation courses and add other courses to develop what they believe are the necessary knowledge, understandings, and competencies in outdoor leadership. They may well require such courses as wilderness ethics, advanced first aid with an emphasis on wilderness emergencies, meteorology, perhaps environmental interpretation, certainly knowledge of the natural history and geology of the areas in which their leaders are trained, and, of course, courses in outdoor leadership.

The visitation team that assesses the program will discuss the emphasis on outdoor leadership as it fits into the goals and purposes of the program and university but will make no assessment as to its quality or content.

In summary, what all this means is that any college or university offering a baccalaureate degree with a major in recreation, park resources, or leisure services with three full-time equivalent faculty assigned to that major can apply for accreditation as a Professional Preparation Program; may have one to four additional options; and can add an area of emphasis, or specialization, or career thrust called outdoor leadership to the professional preparation program or to any of the options. They may not be accredited in anything called outdoor leadership; however, they may use outdoor examples in their course, add other courses, and develop their own unique area of specialization.

EXHIBIT I

NRPA/AALR ACCREDITATION SUMMARY SHEET

(Emphasis on Outdoor Leadership)

Alternate A. As an emphasis

The basic Professional Program standards (7.00 & 8.00 series) would have to be met, THEN the academic unit may set forth whatever requirements it desires for those who wish to take a special emphasis on outdoor leadership. The institution may advertise an accredited program, and an emphasis in Outdoor Leadership. Care must be taken not to imply accreditation of the emphasis.

Alternative B. As an option. NOT AVAILABLE

Outdoor Leadership cannot be listed as an option because it is not one of the generic options.

Alternative C. As an emphasis within an option.

One or more of the generic options could be accredited and within one or more of these options there might be an emphasis on outdoor leadership. The Professional Preparation Program and the Option(s) could be advertised as accredited, but NOT the emphasis. The emphasis could be mentioned as a specialization or career thrust within an option.

Reference:

National Recreation and Park Association. (January, 1990). *Standards and evaluative criteria for recreation, park resources and leisure services baccalaureate program.* Alexandria, VA: National Recreation and Park Association.

ACCREDITATION AND STANDARDS
QUESTION AND ANSWER SESSION

From transcriptions

Moderator: David Cockrell, Director, Leisure Studies Curriculum, University of Southern Colorado
Panelists: Karen Warren, Mark Wagstaff, Marge Scanlin, Phyllis Ford

MR. COCKRELL: We'll open the floor now for your questions and comments to any of the speakers. Yes, Simon?

MR. PRIEST: Marge, what's the cost of camp accreditation?

MS. SCANLIN: The cost varies based on the size and income of the camp. They would have to be a member who pays annual dues to ACA (American Camping Association), currently at $165. They would then pay an annual service fee based on the operating budget of the program seeking accreditation. That ranges anywhere from $2.00 to $4.50 per thousand dollars of operating budget with a maximum in any one year of $895.

Our average service fee right now is $500 across our 2,400 camps; so they're paying $500 plus $165 or $665 annually. There is no additional charge for the materials, the standards book, or the accreditation visit.

MS. McADAMS: I work with a much smaller program than a lot of people in this group. It's a third grade through twelth grade program in a public high school, but it is definitely adventure education and environmental education. I have been looking into a lot of options for accreditation--if that would even be appropriate for something as small as mine--and I have talked to people from AMGA (American Mountain Guide Association) and from Outward Bound. The thing that I would like from anybody up at the panel would be to maybe give some guidance or a suggestion of what would possibly be appropriate for a small potatoes operation in Telluride.

MS. FORD: As a beginning, you might be sure that your instructors have certification from some organization. You know, just to start there, on the baseline so that your teachers have had some sort of recognized educational program, or your adventure education people have gone through AEE or WEA. That will give you a step to start with.

MS. McADAMS: Well, even smaller than that. It's basically just me, about five volunteers, or a couple of people that I hire on a per course.

MS. FORD: I would guess that you really need to make sure that you and your volunteers are quality and qualified people.

MS. McADAMS: But what would be the best route to go? I'm wondering, would it be appropriate for AEE to come into the Telluride High School and do a peer review, a safety review? I'm looking for the appropriate direction to go on that.

MS. WARREN: I'm not sure that the AEE system is set up in order to do that at this time. It may be a possibility in the future and it may be an appropriate possibility in the future. There are certainly other steps to take along the way and just be familiar with some of the standards that are being addressed in this meeting--that may be another first step.

MS. FORD: Legally, you and your volunteers have to be able to perform according to the best, current practices of professionals in the field, so you better find out what are the best current practices of professionals in the field, and they would be these kind of people.

MS. McADAMS: Right, and that's the state that we're in right now with a certification.

MS. FORD: Maybe you should go to some program.

MR. COCKRELL: Yes.

MS. MINOR-CHOPYAK: Just to answer that question too, is that one of the processes that the Keystone Science School is currently using is drawing on academics. Within the next three years, our program will be evaluated not by any one organization, but by people who are teaching outdoor leaders, an accredited university, and a panel of five people who will come into our organization and evaluate us from every standpoint in terms of outdoor leadership to the curriculum that we're teaching; so you may develop your own panel. We're not setting the guidelines for accreditation; we're telling them what we want out of their visit and then proceed from there.

MR. COCKRELL: What sort of accreditation in the university will you be looking for when you select the people to visit you?

MS. MINOR-CHOPYAK: In terms of what their qualifications are?

MR. COCKRELL: You said faculty from an accredited university. Would that be an NRPA (National Recreation and Parks Association) accredited university?

MS. MINOR-CHOPTAK: It would depend. A lot of it is being mandated by our board of trustees, they are the people that are directing this. They're studying the standards, and it will be our job to go out and find those people. I'm not really sure it will happen within the next three years. It's right in the beginning stages now, but I can report back.

MR. COCKRELL: Yes, in the back.

MR. WESCOTT: I've got one reaction to the academic accreditation process, and that is on the general professional preparation bracket. The three people that are the academic representatives there (on the panel), I'm not sure what the requirement is so far as their level of degree status, whether it's bachelor's, or master's, or PhD, that is required for accreditation, but I know that in order to prepare themselves, to maintain the image, and to look professional, universities are bumping that requirement to PhD minimums in a lot of situations.

MS. FORD: Universities are, but colleges are not necessarily--and accreditation says at least one degree must relate to recreation and leisure, or a related field, and that lets you open for a lot of things. We have one program that hasn't anything to do with you people here, but everybody in it is in art. It's an art recreation curriculum--are those people qualified? Well, everything they are qualified for is for teaching art recreation, so these three people have to have some degree in recreation.

MR. WESCOTT: And the interpretation by most of the universities in order to get to the image of professionalism, they are saying PhDs, because there are a lot of PhDs available.

MS. FORD: It's not a mandatory standard.

MR. WESCOTT: No, it's not, but the reality of what's happening is they're becoming PhDs.

MS. FORD: That depends on the university. Let me give you an example of one university. One of the things these people are supposed to be doing is research, but it's supposed to be research within the mission of the university. I heard a college president of a regional state college say, just last year, the mission of our university is not to do research. It's to teach and to serve the public. And these people don't do any research, and I don't want them to do any research. They're here to teach and serve the public of this state, and I said good for you, president so and so, because you know what the mission of your university is all about. He didn't care if his people had PhDs, and they all didn't. I mean, you're right. You're right. It's getting that way, but it's getting that way in everything. We're getting accreditation in Outward Bound or Wilderness Education Association instructors, everybody is raising their standards, but that's not mandatory.

MR. WESCOTT: That's my question, is in the process of raising that, quote/unquote standard, just because a person doesn't have the letters behind their name--they may have years of experience--but, they are essentially locked out of the process of going back and giving that service or giving that information back to the student.

MS. FORD: That's not required though. I know of one major program in this country--

MR. WESCOTT: I know it's not required.

MS. FORD: --where the chair of the department doesn't have a PhD, and nobody ever questions that.

MR. WESCOTT: Right. But I'm saying that seems to be the reality of the situation, and in a lot of places is that it's getting harder and harder to get back into the institutional setting without a PhD; the same thing goes with accreditation across the board. If we keep raising our standards and raising our standards, and paying so much attention to the mandates of the body, are we in the same process destroying the spirit of what this is all about?

MS. FORD: We could get into a good, higher education philosophy on that one.

MR. McKEE: I had a question to the ACA accreditation. Your program has looked at the standards of a lot of different camps. Are you going to start getting more specific towards the different types of camps? We just got accredited this last year again, and a lot of the programming that we do, we just answer to NA (not applicable); maybe, because we're so small, or that we're so specific in being in an environmental camp, but my question, more or less, relates if you're going to get more specific, to have specific accreditation testing for those specific type of camps.

MS. SCANLIN: One of the biggest challenges to accreditation--and I think I hear it in the university setting, and I know we struggle with it--relates directly to this question: How do you deal with the small or a very specialized program? It relates back to the question that came from over here, because in establishing standards for thousands of camps across the country, and recognizing that we already have a 300-question document, we say, "Well, we're going to deal with the general things that are broadly applicable to most programs and recognize that there's some specialized things that ought to meet certain criteria." We try to establish some general criteria: leader certification, emergency procedures, safety regulations, and criteria about who participates in the program, and that kind of thing. I don't see in the immediate future ACA's ability to focus on a lot of very specific areas, other than general criteria in some of those areas. I think it's at that point that a program like AEE with some very specialized guidelines in some specialized areas is a support and a cooperative link needs to be established there so that people have other resources in addition to ACA to come to for that.

MR. McKEE: Okay. Thank you.

MR. COCKRELL: Let's take two more questions. Simon, you had your hand up a minute ago.

MR. PRIEST: I have a brief preamble, and once I have done it, I would like the panel to respond to it. The red book, which Karen held up earlier, is the safety practices document that has only three pages of standards, and they're around constructing a ropes course--how many back-up clamps should you have, what strength, breaking strength cable, and so forth. The rest of the entire document is guidelines, required by law, such as PFDs (Personal Flotation Devices), and watercraft recommended by experts and suggested by some of the top program people because it's their peer practice or their common practice. The question I ask is how do you feel about suddenly putting standards on adventure programming? My preference would be to have guidelines tempered by judgment. I think you can standardize the camping situation, where it's primarily a facility, but when it gets out into the field, I'm really worried about standards. I would like to know how people up there feel about that.

MR. WAGSTAFF: That's a tough one. I think the reality of the situation, as I travel around the country and visit various outdoor programs, is that people, who I'm not even familiar with, will have this book, and they'll say, "Look, I've got these standards here; this is what we're using." They use the word standard. That's a reality--people are searching for standards. The WEA is frustrated with that in that we believe with what you just said, it must be tempered by judgment. For example, WEA affiliates call up my national office, and they say, "Mark, how many instructors do we have to have on an expedition? Is the rule two or is it three?" And I ask, "What are your needs? What are you doing? Who are you taking out? Where are you going?" Judgment, judgment. They want to hear a rule. They want an answer, and I don't know what the answer to that is. Because we're trying to come together, are we building a bureaucracy, and in becoming a bureaucracy, are standards a natural part of that process? And is that something we're going to have to live with?

MS. SCANLIN: ACA started with guidelines. Those same guidelines became standards. In trying to figure out which of these items ought to stay as standards and which could be guidelines, we sat down with our attorneys, and asked, "As the legal field looks at it, what's the difference between a standard and a guideline?" And he said that if you published it in here, the court of law will not look at that as being any different. You've published that as a criterion, as a guideline, as a standard, whatever you want to call it, but it's out there from the profession; and, therefore, we're expecting that a reasonably prudent professional will come into compliance with that, or you will find a way, as an organization, to deal with exceptions to that standard.

MR. COCKRELL: Let's have a brief comment from Phyllis about that.

MS. FORD: There are mandatory standards and there are standards. ACA has some mandatory standards. You can't operate a camp unless the water supply has been approved by the appropriate health authority. They can document that as being sound, and sane, and so forth, and so forth. There are mandatory standards for swimming pool operation. You have to have people with certain certification for lifesaving, or a certain number of swimmers to lifeguards, and so forth. It's the mandatory standards, and I think the ones--I'm not familiar with the books on it--but I think the ones you're talking about, the three pages about the PFD for the water activities, that should be a mandatory standard. It's a mandatory standard in most states under state law.

MR. PRIEST: It's what we call a required point.

MS. FORD: We have one mandatory standard; three faculty members, and boy, is that one under fire right now. We're trying to do a research project on who says it takes three, maybe it's five, ten, or two? Who knows? Where did you come up with that idea of three? And we have a major research project on that.

MR. COCKRELL: Okay. I think we can have one more quick question, and then we're going to break.

MR. COLE: This is for Karen. You cited that there were different states considering regulations to control wilderness education programs. That being one of the motivating reasons for the AEE wanting to get involved, maybe we ought to be accrediting programs and getting something established so that we can influence them. But yet, you also said that the accreditation program would not be, or would not have a regulatory thrust. Doesn't it, wouldn't it lead to that?

MS. WARREN: It could lead to that. I think one of the questions that has to be answered is what does the stamp of accreditation mean? Does that mean that the people met the basic standards. What if they don't meet those basic standards, what happens then? Those questions have not been addressed yet. Those are the ones that need to be addressed, and I think that in terms of the regulatory piece. I think the impetus revolves around the fact that AEE members want to be able to create their own guidelines and standards rather than have the agencies do that for them.

MR. COCKRELL: The questions that have entered my mind as the panelists have presented this morning include the following: Is there a need to coordinate all these accreditation systems in some way? Should there be a single organization or agency that oversees all these processes and provides philosophical guidance for the profession? What about the folks who are not here--the ropes course builders, for example? And then finally, should outdoor leadership view itself as a part of the recreation profession or as part of something else--perhaps, environmental education? I think other important questions that have come up deal with the question about whether these efforts to professionalize the field tend to destroy the spirit of our wilderness endeavors; and then, how specific or firm should the standards become for our profession? Those are the directions that I see us taking this afternoon, so I invite you all to come back, especially our panelists, and begin to hash this stuff out after lunch. Thank you.

THE COST OF BECOMING AN OUTDOOR INSTRUCTOR

By

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About the author: Dr. Cashel is an Associate Professor of Leisure Sciences at Oklahoma State University. She has been an instructor for the Wilderness Education Association since 1984 and currently coordinates a joint program with the Boy Scouts of America at Philmont Scout Ranch. Her research interests revolve around leadership and effective teaching in the outdoors and, more recently, a study of participant mood states and personality during a short course experience.

Abstract: This article describes instructor criteria in three outdoor organizations: Outward Bound (OB), the National Outdoor Leadership School (NOLS), and the Wilderness Education Association (WEA). The programs typically drew candidates from standard courses and offered instructor courses or an apprentice system to develop new instructors. Currently, all three programs are attracting potential employees who have extensive abilities and experience, but have not participated in a specific program. Finally, the article relates how the author became an instructor with the Wilderness Education Association and the costs associated with that choice of careers.

When first presented with this topic, I thought it would be a relatively simple process of totalling numbers and costs of programs. Upon reflection, the topic became cloudier and much larger. I will attempt to describe the past and current practices by large outdoor programs to develop instructor staff. There are exceptions and I think every instructor has arrived at his/her position by a different route. I am no exception.

Three large outdoor programs which hire and/or train instructor staff are Outward Bound (OB), the National Outdoor Leadership School (NOLS) and the Wilderness Education Association (WEA). There are hundreds of other organizations which hire staff and have specific criteria for employment. It is beyond the expectations of this presentation to cover all of them. Perhaps the common denominator is outdoor experience and skills, advanced first aid, CPR (cardiopulmonary resuscitation), and a minimum age requirement. After technical and safety skills are mastered, varying degrees of organizational, teaching, and processing skills are desired.

People enter the outdoor field for many reasons and come from many backgrounds. Some want to live outdoors for a season, to have a free lifestyle, to share the pleasure of the mountains with others, to gain appreciation of the natural environment or to hone teaching skills. Higher levels of employment are usually available during the summer months, but programs have extended offerings to courses throughout the year in all types of terrain and climates.

During the 1960s interest in the outdoors increased and many programs hired college-age students to lead trips if they knew how to carry a pack or had been a scout. Some of these leaders were good, but most viewed their position as a summer job and a camp counselor attitude prevailed. Seasonal staff worked long hours for little pay at a job in which one was expected to burn-out or outgrow in two or three seasons. Today, more undergraduates are specializing in outdoor education and anticipate working in the outdoors as a career. The aspirations of employees has caused some concern for organizations who now have a group who wants year-round work, health benefits, adequate living quarters, and a path to other career opportunities. Regardless of employee background and motivation, many employees leave the field after four or five years, and organizations can have turnovers of 25-100% each year.

Traditionally Outward Bound, NOLS, and WEA trained instructors in-house. Participants from standard programs were asked to apply or applied for consideration as instructors. Candidates purchased experiences and skills training by taking a series of courses leading up to an assistantship in the field. Through an apprentice-type system, one helped with courses until a time when an administrator determined he or she was prepared to lead or head instruct a course. The length of training varied for each individual and program. During this training period, a person would continue to develop outdoor technical skills, teaching abilities, listening skills, organizational abilities and would simply put in time to mature into a role. Sometimes an individual would pay for food and travel to course locations. Some received food and lodging and a small stipend as they built resumes. Each program developed its own criteria for instructors.

For example, the Colorado Outward Bound School requirements for an Assistant Instructor in 1990 were: (a) 21 years old; (b) current advanced first aid certification or first responder, EMT (Emergency Medical Technician) or WEC (Winter Emergency Care) and CPR; (c) excellent health and condition; (d) experience in teaching, counseling, natural sciences, special populations work, mountain/river guiding, group leadership, emergency medical care, wilderness expeditioning; (e) ability to listen, articulate ideas and teach effectively, to motivate others, to offer and receive feedback openly, and the ability to work effectively with people from diverse backgrounds; (f) mountaineering skills: including competence in backcountry map and compass navigation, familiarity with minimum impact practices for backcountry travel and living, at least 30 days of extended wilderness trips spanning at least two seasons (winter and summer); (g) climbing: familiarity with belay and rappel techniques, brake systems and cliff evacuations, knowledge of current clean climbing practices, ability to lead 5.6 standard or above comfortably, have led at least 10 multi-pitch 5th class climbs over the past two years; (h) alpine skills: familiarity with snow climbing techniques, use of ice axe and snow anchors, route finding ability in mixed terrain, off-trail, and five 4th class and five 5th class peak ascents spanning at least two seasons; and (i) river running (if applicable to program): 1000 whitewater miles (class III and above), the majority of it in rafts, commercial/group whitewater experiences, familiarity with water safety/emergency techniques. (Colorado Outward Bound School, 1990)

The standards are high and reflect a substantial investment of time, money, and energy for someone who comes into a system at an entry level. Requirements would be similar in other Outward Bound schools and would relate to specific skill specialties, i.e., canoeing in Minnesota, sailing in Maine. A higher level of competence in every area would be expected of head instructors.

The Kurt Hahn Leadership Center in North Carolina offers several specific instructor type courses. They are designed to help interested people break into outdoor education and to work on technical and teaching skills. One is designed specifically for teachers who are unavailable during the normal instructor program. They are attractive to persons who are looking for summer employment with the North Carolina Outward Bound School or for those who want to build a good foundation of abilities. They range in length from seven days to two months and in cost from $385-$2900. The entry-level instructor practicum is open to anyone 18 years old, however, Outward Bound does not hire instructors under 21 years old. The Instructor Apprenticeship requires one to be 22 years old. Finally, the Center offers a staff training course for non Outward Bound graduates and for those who have extensive experience and skills. (North Carolina Outward Bound School, 1990)

In a 1989 study, Birmingham described that across all Outward Bound schools in the United States, 60% of instructors were male, 43% of all instructors were single, 64% were between 26 and 35 years old and 55% stated their primary career as outdoor adventure.

Likewise the National Outdoor Leadership School looks for special qualities. About 75% of instructors began as students on a NOLS course. The average age of an instructor is 29 and 31% are women. NOLS instructors are educators who meet the following criteria and can: (a) recognize and evaluate potential hazards in the outdoors and make sound judgments based on safety practices; (b) desire to be an outdoor educator with a flexible attitude in order to live, work, and live with students in the outdoors for extended periods of time; (c) commitment to develop technical skills such as climbing, mountaineering, whitewater and sea kayaking, sailing, caving, horsepacking, skiing, etc; (d) dedication to develop skills in communication, teaching, and leadership; and (e) extensive backcountry experience. (National Outdoor Leadership School, 1990)

NOLS offers many workshops and staff training opportunities to develop higher skilled instructors. In addition, NOLS offers an instructors course. It requires a prior NOLS course or one to be a qualified nongraduate. The participant must be at least 18 years old, have advanced first aid and CPR or first responder or EMT certification. The cost of the course in 1990 was $1950 and was 34 days long. This summer, NOLS experimented with a shorter instructor course for qualified individuals. Requirements included 100 weeks of prior outdoor teaching and evaluation of a resume.

The Wilderness Education Association also requires certain characteristics of instructors. Instructors must have completed an instructors course or a National Standard Program and meet the following criteria: (a) be at least 21 years old; (b) current in advanced first aid and CPR; (c) a college graduate or comparable experience (graduate degrees preferable); (d) a physical examination in the last year; (e) student evaluations which acknowledge abilities; and (f) a recommendation of a head instructor. (Wilderness Education Association, 1989)

Instructor courses are available about once a year and cost about $600. Despite the course, most candidates still fulfill an apprenticeship by assisting with one or more courses. An instructor maintains certification by maintaining membership in WEA, current first aid certifications, instructing a National Standard Program or Steward program every three years, showing proof of a physical examination within a 24-month period, and showing proof of continuing education in technical and process skills. The profile of instructors is different in WEA. Since it is a membership organization and many affiliates are colleges and universities, most instructors have advanced degrees and are over 30 years old. The gender breakdown is even. All instructors work on a part-time basis and support themselves in other jobs during the year.

Buell (1983) stated that after first aid and safety knowledge, leadership is the single most critical aspect of conducting outdoor programs. An instructor develops leadership skills over time and cannot be taught in one course. Therefore, all programs try to maintain a strong instructor staff over time. More mature and competent staff are vital as organizations grow and expand clientele. Ewert (1985) notes that programs for the mentally and physically disabled, chemically dependent persons and senior adults (over 50) will increase significantly by the year 2000. While providing more employment opportunities, instructors will need additional training for special populations. Regardless, instructor staff generally cannot work more than six months in the field and need to space out courses. Wages are on scales which do not step quickly. Ways to offer year-round employment, benefit packages and adequate housing are being developed within the agencies.

It costs thousands of dollars and months and years of time in the field to develop into a truly great outdoor instructor. That is without the costs of an undergraduate or graduate education which precedes or is gained while pursuing outdoor experiences. It costs many personal relationships since one is in the field for extended times. It costs thousands of dollars for equipment, gear, and clothing. Travel to remote places is costly. Most instructors earn $250-$500 a week in the field and work safely about six months a year. The investment for a poverty lifestyle may seem out of proportion, but there are many who understand the magic of bringing awareness and life into a group of nervous and unsure students. It is a pure and intense experience. It means something to all who are there. The rewards certainly are not monetary. They are sensory and personal and carry into everything else one does. It takes years to be ready to instruct. Maturity, enthusiasm, and skills need to be balanced within an individual. Just when one possesses such traits is when one might begin settling down in a relationship or with a career. Extended time in the field is not then as desirable.

Perhaps that is why all three programs are beginning to look for alternative ways to discover qualified instructors and to accelerate them through the instructor process. There is a recognition that finding experiences and mature instructors is more difficult, and those who qualify do not want nor intend to begin at the bottom. This is a refreshing and positive trend. Instructors may elevate incomes because their skills and experience count more. Looking toward second or third career people who bring extensive skills and other abilities is occurring in Outward Bound, NOLS, and WEA. By attracting more mature outdoor educators and eliminating some of the entry-level requirements, such as being a graduate of the program, organizations are tapping a new group of professionals. The trend also allows an instructor to work for more than one organization during the year. Alternative work assignments, varied length courses, housing, and benefits are helping to maintain these full-time workers.

My interest in outdoor instructing began as a student of Outward Bound. I attended a teachers' practicum in Maine and a year later participated in a Colorado Outward Bound standard program. I even travelled to Nepal with Outward Bound. Later I was a student on a WEA professionals' course. We were professionals because we worked full- time! I liked the curriculum and the way it was presented and applied to be an assistant instructor. After paying my airfare and for my food in the field, I was allowed to assist in the field and did so for six weeks of a semester-long course. It was an eye opening experience. I had never felt such responsibility for others even though I worked in student affairs at a major university. After this experience, I was given head instructor responsibilities. Because I had a full-time position, I could work during my five-week vacation each year. The situation became less than desirable for me and coupled with some professional dilemmas, I switched tracks in higher education from administrator to faculty and could teach two or three programs a summer. I brought organizational skills, administrative abilities, teaching experience, a background in group dynamics and recreation, and appropriate jargon to the groups WEA worked with. I always had a co- or assistant instructor with technical expertise. The combination worked very well and allowed me to develop my technical skills. Most years I invested travel costs and living costs between courses in exchange to teach in the outdoors. The net monetary gain has been minimal, however, the experiences have helped me personally and professionally. It is why I still seek field time each year, albeit shorter times. The investment, if I include formal education, travel, medical costs, missed job opportunities because I was waiting for a course to fill, equipment, and salary difference in career paths, adds up to be very high. I have never really thought about it because I think the dividends on a personal level are worth it. I have friends and contacts across the country; I have found something that I am interested in pursuing on a scholarly basis; I have gone to unique parts of the world; and I think have served my students better because of my involvement. While not typical, it has been my path to becoming an outdoor instructor.

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COMING TO A BALANCE IN ACCREDITATION STANDARDS
An Instructor's Perspective

By

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Abstract: A pragmatic assessment of accreditation standards and related processes from the perspective of the instructor. What are the expectations of perspective staff? How does the cost in time and money affect working for accredited programs? What are some of the problems encountered in the process? How do current trends affect the *instructor culture*?

Preface

In order to complete the following discussion, I need to preface with a concern over the process of accreditation and the resulting affects it will have on staff and the organizational culture. To date, the most acceptable accreditation scheme is that of the American Camping Association (ACA). It best reflects the definition of accreditation as being a voluntary review of institutions and programs. The format is flexible, conducted by peers, relatively inexpensive, and respected throughout the industry in both the commercial and private sectors. There is no relationship between professionalism and education, curriculum requirements, or other internal controls.

In contrast to this scheme is the well-accepted academic counterpart provided by the NRPA/AALR (National Recreation and Parks Association/American Alliance for Leisure and Recreation). The process is expensive, demands specific curriculum and degreed faculty, and leads to a result of direct reduction of skill and experience in favor of theory and research. In their literature NRPA takes a direct stand against the commercialization of the process, a valid reaction to uphold its integrity. The problem is that this limitation directly affects the access of training to recognized institutions of higher learning and makes them the stewards of the standards rather than those the process should be designed to serve. To think that educational institutions are any less subject to competition, commercialization, and subversion of the process is naive. Simply look at the literature of those who have completed the process and take a guess at whose agenda they are serving. The capture of the market for training, advancement, recognition, and regulation in the leisure profession has become a real plum for NRPA and its member schools. Is outdoor leadership its next direction?

As we look at attempts on the part of academics to legitimize the profession (and subsequently their jobs), we need to realize that some of their agenda is no less commercial than those who are willing to admit it up front. Do we choose an option that is open to a number of access points regardless of commercial status or do we make this process a restrictive, elitist fraternity of academic regulators? Does a degree equal or supersede experience in the field? Do we open our profession to as many avenues/sources of training and advancement as we can or do we make it a narrow path for only for those who can make the grade?

There are many qualified staff-organizations who cannot/will not subscribe to one avenue of certification and accreditation. The well-known problems of the Red Cross curriculum have resulted in a very healthy competition among training providers who make courses available at a reasonable fee, in varied formats and venues, and are able to respond directly to market (staff and organization) demand rather than the other way around. It's about time for the industry to set the pace, and for trainers and accreditors to respond as best they can.

What Are the Expectations of Perspective Staff?

After 20 years in the field as line staff, trainer, supervisor, and manager, it has become quite obvious that there are a number of concerns consistent among staff that are in direct support of current accreditation trends and some opposing views that have been overlooked and/or disregarded. With the idea that accreditation will be implemented in the field, agencies and organizations need to lend an ear to those staff expected to make the system work.

Commitment to staff.

Professionalism is an accreditation issue that must be dealt with in light of instructor expectations. Issues of seasonality and seniority cannot be legislated, but must be given some consideration as standards and training schemes are designed. How can the employer/employee relationship be enhanced via the process? We cannot mandate that employer dedication be attached to accreditation procedures, but some thinking must reflect the need to allow development of this relationship.

A study on the factors effecting turnover and retention of staff (Birmingham, 1989) was conducted within five outdoor schools. The results were not all that surprising, but supported the notion of more organizational attention to staff needs. The primary concerns listed by staff were: commitment of the agency, role clarity, job security, benefits, satisfaction with co-workers, and willingness of the organization to listen. Most staff mentioned that their dissatisfaction with wages and promotion was so prevalent that they worked in spite of the issue. Concern as to advancement and recognition of tenure over many other consideration factors was also mentioned. Suggestions on things to be done to improve staff retention included: more pay, better housing and privacy, training and advancement opportunities, more job security, and better communication with management.

Fill the agency tool box.

Many staff have the expectation that once they become part of an organization they will be brought up to speed on the delivery system as quickly as possible. This transitional time is filled with anxiety, and staff need to be able to work within its limitations with ease. As much as we like to boast that the staff selection process is based on an applicant's technical merit and/or *people skills*, we find more and more that the aspect of both of these components defines the exceptional candidate. It is the ability to bring every experience to life through the interpretive process or to add that special touch of magic to an occasion through activities that drive home the lessons to be learned.

Most accreditation/training schemes are well founded in the academic (research and philosophy) skills, and rapid advances are taking place in the development of soft (human) skills. Not surprisingly, it is the area of hard (technical) skill supports where we see weakness, even a conscious reduction in favor of theory in the accreditation efforts of existing formats (NRPA/AALR). It is in this area of program skills (*dazzlers*) that we fall short in bringing new staff up to speed in most training ventures. It's the tricks of the trade, teaching gimmicks, that identify the stand-out staff. This is why new games and initiative tests have worked so well. They are well-thought out mini-lessons that have broad-based application and are built upon well-founded concepts. Tools can be offered as teaching units/structured experiences that are principle based and can be plugged into a variety of formats.

Another key weakness in most curriculums is the lack of interpretive/scientific rigor. Idaho has implemented a new model through the Guides and Outfitters Association that addresses itself directly to this issue. (Appendix A)

Accountability/responsibility.

Accreditation standards must be high enough to be credible; solid enough to be measurable and enforceable; yet flexible enough to allow for creativity, diversity, and individuality. They must be specific enough to provide structure, yet general enough to allow for application in a variety of program formats. Standards must also avoid the trend of mandating program design by becoming so dogmatic as to reduce staff to mere clones of a master imprint. Competence breeds confidence. If we train and hire quality staff, we must allow them the flexibility to maneuver in changing situations. We must also allow for the maintenance of tradition as discussed in a later section. We must support the assumption that structure equals freedom as much as it controls. We must allow for variation of program philosophy, style, and implementation. Standards must be manageable and based on flexibility. Agencies cannot have an expectation for staff without a format for making it happen. Accreditation schemes that limit or mandate format, structure, and program activities must be suspect. Variety and an individual approach within safe and philosophically sound methods must be encouraged as well as training of a thinking staff.

Adequate compensation.

A number of studies have been done on professionalism and the duty employers have to the employee in terms of long-term commitment and benefits. This issue will not be addressed in this paper except to say that compensation must be based on an incremental/sequential format that is attainable through personal development/competence as opposed to time served. (Appendix B) The fear that agencies feel when it comes to merit pay needs to be addressed and not made subordinate to tenure. Compensation based upon competence is a valid approach. Personal development should also husband a sense of membership and belonging to a body that supports an ethical and acceptable goal. Business owners (not agencies, associations, or accrediting bodies) can attach pay scales to the process of advancement. Pay increases should be related to improvement, advancement, upgrade, and currency, not time served.

In-service upgrades.

In-service refreshers can be done via lessons and in-the-field updates. Employers who have invested in training staff, attaining accreditation, and who wish to stay at the forefront of trends need to keep their staff current. The expectation that certain levels of certification, training, or degrees will be required in most accreditation schemes is realistic. Downtime due to recertification classes, and the related travel and expense, are a concern to all staff holding the variety of cards now required. Any support services that agencies and/or employers can provide to expedite this process should be considered.

Transferability.

During times of dwindling sources for staff, and in many cases a reduction in total staff potential, interagency exchange could be a viable service. Consistency of core accreditation standards must be based on principles more than specific skills. Shifting employers would allow staff to move among similar format agencies and immediately implement specifics rather than retooling from scratch. Core training with specialty branches would allow professional service units (employers) the ability to network and adopt consistent standards so staff can move without fear of losing complete seniority and demand to retrain. Such an option could be developed through agency cooperation.

Land agency and resource regulations.

BLM (Bureau of Land Management), USFS (United States Forest Service), USFW (United States Fish and Wildlife), NPS (National Park Service) specifics on districts and units must be applicable to individual areas and allow room for judgment on the part of the resource partners that they license. Restrictions that are implemented need to be sound, consistent, and defensible. In many regions, forest-wide or even district-wide policies must be reviewed to be sure that policies reflect the biodiversity as well as the training of the agency representatives with whom they work. Management must work with agency representatives to clarify roles and mandates that staff must enforce.

How Does the Cost of Time and Money Affect Working for Accredited Programs? What Are Some Problems Encountered in the Process?

Outdoor leadership is no different from any other profession when it comes to acquisition of the tools of the trade. The cost of becoming proficient in a chosen field is the direct responsibility of the employee. Staff must realize that their ability to perform and be competitive is directly reflected in their marketability to an employer. Current minimum standards must be maintained, but advancement is related to competency. However, in times of program competition and the need to retain experienced staff, employers need to make this process as accessible as possible. We need to recognize and address some of the problems currently in the process.

Sequential/incremental.

Accreditation standards need to allow for those new to the process or those trained outside of the system to be a part of it and advance as their skills improve. Standards that provide for sequential levels of advancement avoid the appearance of lock-out until total certification is acquired. The all-or-nothing approach is an ineffective process. Training must provide for levels that proceed from simple to complex and are directly attached to advancement, responsibility, and accountability. The old ACA certification program was one of the few that provided for this option and has now been eliminated in the light of advances that judged it ineffective. It, or a program like it, should be re-instituted. The pervasive elitism that exists in the present academic systems ("We're the best because we are accredited, and they aren't.") also needs to be eliminated. The process needs to be inclusive rather than exclusive and provide for maximum participation and options of presentation rather than limitations and restrictions.

Timing.

A classic problem of timing recently surfaced in Idaho. In order to be a cross-country ski guide in Idaho, a specific level of certification from the Professional Ski Instructors of America (PSIA) is required. When PSIA was developed it focused on the needs of the established ski area, not backcountry outfitters. Because the PSIA bureaucracy cannot meet the needs of a new industry consistent with the start dates of the season, efforts toward changing guidelines, as they are out of step with the needs of the industry, are now being led by Bob Jonas, one of the originators of the PSIA standards. On the other hand, the Idaho Guides and Outfitters Licensing Board stubbornly holds to the standard, not that they are adequate, but that they have no option to put in its place. One has been submitted by the industry, yet managing agencies have been slow to move on a decision to change.

Availability.

RC, EMT, WFR (Red Cross, Emergency Medical Technician, Wilderness First Response)...the letters are becoming familiar, but the standards are changing at a rate that is difficult to keep up with. As a staff member, which certification do I pursue to meet my needs and those of my employer? What is currently acceptable? Where is it available, and what is the cost? Am I current now or have things changed at a rate faster than my training has had the ability to respond? How do I treat a snake bite today? Cost must be reasonable enough for staff to access, yet high enough to provide for professional/national certifying bodies to operate. They must be current, researched, and reliable. Prices must strike a balance in consistency, service, and competitiveness.

Duplication.

A typical scenario one might encounter in order to gain employment may go as follows: (a) attain first aid training, (b) possibly attend a leadership training or academic course, (c) attend a course of an employer as a student, (d) attend a course as an intern, (e) attend an in-house instructor course, (f) work as an aid or assistant, depending on skill level, (g) attain an instructors position. This potential staff has just given away a whole season. Duplication of time served is a real concern for the newcomer. Can we provide for accreditation, yet allow an employer to schedule training and a screening period in one phase? Most internships are employer-specific. (Internship is the training phase at BOSS. No outside training will replace it at this time.) A core curriculum is universal, but specifics must be learned on the job. This seems to be a common employer expectation to learn and apply skills on the job.

In-service.

Length of certification and frequency of training must be long enough to not be an overburden on the staff. Training must be concise and simple to reduce associated costs and time off from work. The certification *paper chase syndrome* has two major aspects, one manageable and one not. The time commitment for training and in-service is sizable and can be expensive. We must give it consideration. The other aspect is that of pursuing training for the legitimacy it may lend an otherwise unacceptable applicant. We should consider that many individuals who can achieve technical competence may never make it as a professional leader in other ways. How can this situation best be dealt with as a service to the employee and agency? Can an outfitter offer training in-house and maintain integrity, or do we cut corners by nature? Is the common denominator among quality programs determined by the market, or can quality be legislated through training?.

How Do Current Trends Affect the *Instructor Culture*?

I recently returned from a new region of the country I had never visited before. I was fortunate to have a friend in the area who was an active climbing guide and knew the local areas well. While climbing I felt secure in his ability to make the experience a safe and pleasurable one. But, while standing at a belay point, I noticed some of the most brilliant tiny blue flowers I had ever seen. When asked what they were he responded, "You know, I've led this climb over a dozen times this season and noticed those weeds every time, but I couldn't tell you the name or anything else about them."

In 1985, I was told by Alan Ewert, who was then doing research on recreational trends, that within five years the average outdoor leader would not know how to teach the basics of building a fire, nor would they be expected to. As my concern was evident he went on to explain that it was not his opinion that such an expectation was wise on the part of the industry, but that was simply the way that agency pressure was moving. With the recent publication of the new American Camping Association standards and the stoves only policy of the Boy Scouts of America, are we looking at prophecy fulfilled? Do we want to perpetuate this shift (conscious or not) from simple to hi-tech or bring our expectations back into a balance between future and traditional expectations?

Control: It's easier to legislate than to educate.

Rather than teach judgment and provide for a quality experience, we often just say no. A current example of this trend is the issue of fire use. We have come to the point where rather than saying fire is inappropriate in some areas, must be managed with high ethical obligations in some areas, and is completely acceptable in other areas, we have jumped to the conclusion that fire, in general, is bad. What is an even larger concern is that the next step in our thinking has accepted the fact that rather than education and experience being the solution, we have opted to let technology become the savior of our inability to solve the problem on more direct terms. We have made what appears to be a conscious accountability shift by adapting a traditional industry based on problem solving to one based on technological solutions, gimmicks, and gadgets.

Sophistication: to cause to become less natural or simple; to corrupt or pervert; complex and complicated.

Many of the surveys cited in literature discuss where we are and what the training expectations are as viewed by professionals. They let us know where we are, but don't touch on why we want to be there. I am not suggesting a wholesale rejection of technology, but merely a balanced return to the roots of our industry. Some lessons come only from simple skills. Many traditional skills teach more than just the technical outcome. Mastery of a new skill is a personal accomplishment. In many situations we eliminate the option to educate in favor of a technological solution. The guide as interpreter and facilitator of experience versus the guide as a technical resource needs to be readdressed. We are on a cusp. We are less knowledgeable in basic skills than those who taught us, and our students know less than us. Basic foundations of science are all but lost in most curricula.

A Call for Back to Basics

For decades the accepted outdoor ethic reflected our subdue and conquer heritage. Most training institutions have shifted from this pole to another of technological options. Can we preserve traditions that are appropriate yet allow for advancements that are appropriate? Can we balance or understand that the heart of many environmental problems is not based upon technology or technical mastery, but on the development of people (opening minds). We cannot shift the burden of our impacts to technology or academia. We need to take responsibility and design standards, curricula, and options necessary to be creative and free within legitimate standards. We must keep aware that not technology, but judgment is the solution to the problem of program design or impact.

With our modern minimum impact techniques we have stemmed the tide of impact. We have the skills and thought processes to keep it working, not here is the latest gear to make it happen. Can minimum impact take place without deferring to hi-tech dependence? Choices must be based on solid ecological, philosophical, and ethical principles. We need to educate for sound judgment and focus on education not on hi-tech manipulation. Alberta's Department of Fish and Wildlife has adopted a curriculum based on *conservation camping* developed by Mors Kochanski, master boreal woodsman. His technology is a balanced mix of traditional skills and modern ethics. The preservation of tradition has also been soundly implemented by the staff of Northwoods Ways in Vermont. These options are viable alternatives.

Accreditation provides institutions and curriculums that enhance individual choices based on environmental restrictions, program format, time of year, client abilities and experience base, and standards that maintain the integrity of the resource utilized while protecting the user. We must, however, avoid the trap of a monopoly based on the idea that protection of the client and the resource is founded in academia. That approach literally locks out alternative developments.

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APPENDIX A

PROFESSIONAL GUIDE TRAINING INSTITUTE

PROFESSIONAL GUIDE TRAINING INSTITUTE

Idaho Guides and Outfitters Association is sponsoring an educational program leading to the development of a Professional Guides Training Institute to determine competencies and develop an instructional curriculum for a professional status for guides. Better prepared guides should mean that our purpose involving resource protection, quality public service, and responsible, shared use of public lands could better be realized.

The program will have four elements:

1. CURRICULUM
    - Wildands Interpretation
    - Wildlands Heritage
    - Backcountry Leadership
    - Outfitter Operations

2. RESEARCH IN
    - Interpretation Techniques
    - Low-Impact Use, Techniques & Equipment
    - Ecosystem Holistic
    - Recreation Demands by the Public

3. SCHOLARSHIPS & ASSISTANCE
    - Encourage young people to be part of the industry

4. OUTFITTER TRIPS as an environment for in-service education for teachers and for the public.

Eco-tourism and recreation demand show an increasing public demand for interpretive and educational services.

APPENDIX B

SEQUENTIAL TRAINING AND ADVANCEMENT PROGRAM

SAMPLE OUTDOOR PROGRAM STAFF QUALIFICATIONS & SALARY GUIDELINES

LEVEL	TITLE	AQUATICS	XC SKIING	BACKPACKING	MOUNTAIN
VII	**PROGRAM DIRECTOR** (FROM $____/WK, $____/DAY) 1. Supervisory skills & staff training 2. Program design, implementation & evaluation 3. Able to certify new staff	Red Cross Instructor Trainer	NSPS Training Officer PSIA Full Cert	ACA OLS Director of Instructors	American Mtn. Guides Cert
VI	**COURSE DIRECTOR** (FROM $____/WK, $____/DAY) 1. Sound program philosophy 2. Field leadership skills 3. Advanced EMS training	Swift Water Rescue Technician			High Angle Rescue Technician
V	**INSTRUCTOR II** (FROM $____/WK, $____/DAY) 1. Evacuation & Safety training 2. Able to certify Level I & II skills	White water Guide ACA Instructor	Mountain Leader, PSIA Certified	Mountain Leader, WEA Instructor	Peak & Main Leader
IV	**INSTRUCTOR I** (FROM $____/WK, $____/DAY) 1. Able to certify Level I skills 2. 2 years experience, or 3. demonstrate adequate skill	Lake Guide & River canoe Guide Canoe Instructor	Backcountry NSPS Patroller	Leader WEA Leader	Technical Climb Leader
III	**TEAM LEADER II** (FROM $____/WK, $____/DAY) 1. Certified to Level I & II skills 2. Trip Leader or Apprentice Qualifications	Apprentice Guide or Lake Trip or River Guide	Apprentice Guide	Apprentice Guide	Apprentice Guide
II	**TEAMLEADER I** (FROM $____/WK, $____/DAY) 1. Certified to Level I skills 2. Hold a valid drivers permit 3. One year experience or internship	Instructors Aid or Apprentice Guide	NSPS Candidate	Lab Assistant	AAC Basic Mountaineer
I	OUTDOOR LEADER-INTERN (Credit Only) 1. Attend student course &/or additional courses 2. Advanced First Aid Certificate	Basic Canoe	PSIA Basic skier	Family Outdoor Leader	Sherpa

*** ASSISTING- I-III INSTRUCTING- III-IV LEADING- IV-VI PROGRAM DESIGN- VI-VII**

ACCREDITATION AND SEASONAL STAFF MEMBERS
A Personal View

By

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About the author: Lee G. Hughes is a Wildlife Science student at New Mexico State University in Las Cruces, New Mexico. He has worked six summers for the Boy Scouts of America (BSA) at Philmont Scout Ranch in Cimarron, New Mexico, and he worked for the International Scouting movement in Switzerland. Currently he is the seasonal Backcountry Manager at Philmont.

Abstract: Seasonal employees at the Boy Scouts of America Philmont Scout Ranch must meet and perform to certain standards in accordance with the accreditation requirements set forth by both the Boy Scouts of America and the American Camping Association (ACA). An applicant must have a scouting background or some similar experience or training from a sanctioned organization such as the National Outdoor Leadership School (NOLS) or Outward Bound (OB). Upon hire, an employee will undergo a minimum of three days training in the job to be performed. During the course of the season, the employee's performance will be evaluated, ensuring that the standards of performance are being met. Criteria are set for safety, state health and environment standards, knowledge of job, quality of work, attitude, proper record keeping, participant feedback, and more. Employees at an accredited camp reap the benefit of knowing that their colleagues can be depended upon. They know they are backed up by a competent team that will provide them with the support needed to do a good job.

It has been my experience that accreditation is a worthwhile endeavor. In my six summers at Philmont, the BSA and ACA standards have served as a means to make me aware of all the aspects involved in running a camp. Granted, my experience and common sense dictated most of my decisions, but when dealing with an area that I was unfamiliar with, I found the standards to be a big help in providing the groundwork on which to base a sound judgment.

The Boy Scouts of America Philmont Scout Ranch is considered the flagship facility of the group. To insure that its aims and ideals are being met, the BSA sets high standards for Philmont and its staff to attain To avoid the appearance of being a group that has only its own standards to live up to (no matter how ambitious those goals may be), the BSA requires Philmont to be accredited by a source outside the organization, namely, the American Camping Association.

A camp's accreditation means little on paper as it is dependent on its staff to see that the conditions of the endorsement are realized. At Philmont, the search for the type of quality staff needed to run an accredited camp begins with the applications received from potential employees. As part of the BSA, Philmont prefers its applicants to be involved in scouting or have a scouting background. Philmont isn't able to conduct personal interviews with the numerous applicants from around the country vying for the 700+ seasonal positions; therefore, knowing that a given applicant has scouting experience indicates what kind of character she or he is likely to exhibit. People who have experienced Outward Bound, received training from the National Outdoor

Leadership School, or participated in any other recognized and respected program will have those experiences considered if they are lacking a scouting background.

Philmont relies heavily on staff that return for two or more summers; these veterans make up the majority of the seasonal staff. It is these individuals that usually assume the leadership roles. Their experience proves invaluable to the professional staff at Philmont whose jobs are to ensure that the various programs offered at Philmont maintain a high standard of quality. These seasoned staffers know what has to happen to insure that Philmont earns its accreditation each summer. Not only must they keep their department or camp in top shape, keep accurate and up-to-date records, and properly implement the risk management plan, but they, also, must impart the importance of all this to the less experienced staff. This is often the hardest part of their assignment, and this is where thorough, quality training proves to be invaluable.

The Boy Scouts of America require a minimum of three day's training in the job to be performed by each employee at Philmont. The camp directors and backcountry managers arrive several days prior to that of their respective staff. During this time, they receive intense training in management skills, crisis intervention, two-way radio use, bear incident prevention, search and rescue techniques, child abuse detection, forest fire suppression, risk management strategies, water purification, evaluation methods, and many more necessary skills. Following this training, the rest of the staff arrive, and it becomes the responsibility of the newly-trained manager to familiarize his crew with the way Philmont operates.

The director must impart to his crew the necessary skills that will allow them to provide a safe, fun, and informative experience for the participants; this is the major goal of Philmont. But it is also very important that the director impress upon his or her staff that the accreditation of Philmont is reliant upon them, and that they as employees must insure that all standards are met, if not exceeded.

It is with this purpose in mind that all staff are asked to create a set of personal goals. This is to provide them with a means to monitor their own performance as it relates to different aspects of their job. The employees are encouraged to set goals in common with those of Philmont and the BSA, and if those goals are met, then the criteria of both the BSA and the ACA accreditations will be met.

Of course goal-setting and training isn't enough. There is no way of knowing how a person will perform a given duty. So as the summer goes by, formal evaluations of each employee's performance provide a forum to address and hopefully correct any problem areas. Between the formal evaluation sessions, managers are to provide careful guidance and to encourage the staff member to evaluate his or her own performance. The camp may be given the endorsement, but it is the staff member that makes it ring true. Training and instruction go a long way in helping a person achieve the standards set for a certain position, but the individual must want to be a part of that accreditation. A person serving as a warm body may not care about his or her performance. But put that person in a camp that directs its energy towards being recognized as a top quality outfit, and chances are that desire to be the best will prove to be contagious.

The benefit of being a participant at an accredited camp is obvious; the camper knows that an agency has examined the camp and that this agency found it to meet standards common to the industry. The benefit of being a staff member at an accredited camp is the knowledge that one's colleagues are well trained and can be depended upon. The staff member can concentrate on doing a good job knowing that a competent team is providing solid support. And when someone tells that person the camp they work for is the best, they'll know they had a part in it.

ACCREDITATION AND STANDARDS WORKING SESSION

By

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The National Conference for Outdoor Leaders included a track focused on accreditation and standards in the fields of outdoor and experiential education. The track consisted of two panel presentations and an extended working session. The first panel included leading experts representing four professional organizations in the field: The American Camping Association (ACA), the Association for Experiential Education (AEE), the National Recreation and Park Association/American Alliance for Leisure and Recreation (NRPA/AALR), and the Wilderness Education Association (WEA). ACA and AEE clearly work primarily with outdoor leaders and agencies who are practitioners in delivering outdoor programs. NRPA/AALR and WEA work primarily with university curricula in recreation and outdoor leadership, respectively, in regard to accreditation. Panelists presented overviews of their organizational involvements in accreditation and standards and summarized current trends and problems from their perspectives. Their papers are included at the beginning of this section.

The second panel discussed accreditation and standards from the perspective of practitioners from four specific agencies: Oklahoma State University, Philmont Scout Ranch, the Boulder Outdoor Survival School, and the Safari Club International's American Wilderness Leadership School.

Both panels provoked lively question and answer sessions. From my perspective as panel moderator and facilitator for the subsequent working session, the most fundamental issues that were generated included the following:

1. Is there a need to coordinate the currently existing accreditation schemes?

2. Should a single organization or agency oversee and administer accreditation and standards programs?

3. How should standards for outdoor leadership be generated?

4. How specific should standards be, and how firmly should they be monitored?

5. Does standardization negatively impact the spirit of freedom and exploration implicit in outdoor programming?

6. Is outdoor leadership sufficiently coherent as a profession at this point to become involved in accreditation and standards?

The above questions guided the discussion during the afternoon working session.

The session began with a baseline discussion of the organizations that are currently involved in setting standards for or accrediting various aspects of outdoor programming. The American Camping Association has been in this business for many years, of course, with well accepted standards and an accreditation process for organized camps. The Association for Experiential Education recently published the fourth edition of their *Safety Practices in Adventure Programming*; peer-program reviews based on these standards will begin this year. In addition to the four organizations represented in the previous panel presentation, the curriculum of the American Canoe Association was mentioned as well as the standards established by the American Mountain Guides Association. Project Adventure's standards and accreditation program for ropes courses are a prime example of a recent move toward standardization. Finally, the Boy Scouts of America's most recent scout manual, as well as their management manual for *Cope* courses represent recent advances in standards. It was agreed that the movement toward standardization is a current trend, and that it should be expected to continue.

A number of advantages and disadvantages of the trend toward standardization and accreditation were identified. Advantages include the following:

1. Professionals and their agencies want the peace of mind to know what standard of care will be required of their programs by insurance companies and courts of law.

2. Standards and accreditation enhance the image of professionalism to external publics, especially potential clients and insurance companies.

3. New service providers and entering professionals are provided with clearer guidelines for appropriate practices.

4. Standards provide a vehicle for the field to grow professionally and to educate professionals.

There are, however, some disadvantages associated with this trend:

1. In the current legal climate in which we work, the adoption of standards for programming among a broad segment of any professional community subjects the sponsoring body to potential liability risks for injuries.

2. There are always questions about the legitimacy of standards. Have they been adequately researched? Have the developers been appropriately sanctioned somehow?

3. With an accreditation process, those who legitimately fail to meet the standards and are not accredited (8-10% in ACA) tend to become alienated from the accrediting body.

4. Finally, and in response to one of the guiding questions for the working session, there continues to be a lingering question about the appropriateness of setting standards and accrediting adventure programs. There is a wide variety of programs that fall under the umbrella of outdoor adventure/recreation/education/leadership/therapy. Standardizing practices down to details can truly limit innovative programming. In 1991, adventure-programming boasted growth spurts in bungy jumping from hot air balloons, parasailing, sweat lodges, vision quests, tracking (ala Tom Brown), survival (ala the Boulder Survival School), and most of all the international adventure

travel industry. Certainly, none of the these activities are addressed in the fourth (1990) edition of the AEE *Safety Practices in Adventure Programming*, or the 1990 edition of the ACA *Standards for Day and Resident Camps*. Do we as a profession condemn them? Shall we try to standardize them? There were clearly mixed feelings among this particular group of professionals about the desirability of standardization in the outdoor leadership professions.

The working group then divided into subgroups addressing: (a) standards and accreditation of professional programs and (b) accreditation of university outdoor education/leadership curricula. The group addressing professional programs essentially reaffirmed the above advantages and disadvantages of standards and accreditation; those newer to the field or desiring entry into outdoor leadership as an occupation appeared somewhat more acquiescent. Other conclusions from their discussion included the following:

1. There is currently no need to coordinate the existing accreditation schemes, and there is no single agency best suited to oversee standards and accreditation for the entire profession.

2. Standards that are developed should be quite general in content and leave as many decisions to the individual agency as possible.

3. Monitoring should be by a process of peer review, similar to that followed by ACA, and strictly through voluntary participation.

4. Outdoor leadership is at a stage of professionalization when national standards are a legitimate consideration, but they should be entered into slowly with broad grassroots involvement.

The subgroup addressing university curricula focused its discussion on describing the role of the universities in outdoor leadership/education training. While the majority appeared to believe that curriculum tracks in outdoor leadership are appropriate pre-professional degree programs, a significant minority felt that degrees in other fields (e.g. biology, social services) were preferable preparation for outdoor leaders.

The group did not view outdoor education as a specialization within the broader field of Parks and Recreation, and consequently did not advocate the National Recreation and Park Association developing a new accreditation option in outdoor leadership or education. It was generally thought that the most appropriate housing for an outdoor education curriculum is situation-specific and should not be standardized. The group reached consensus that the field is not ready for any kind of accreditation scheme for outdoor education curricula in universities.

It should be noted that the Wilderness Education Association does administer an accreditation system for university outdoor leadership courses. However, as this system typically addresses only one or two courses within a curriculum and deals only with outdoor leadership in a wilderness environment, the scope of its activities is more specific and controllable than an accreditation scheme for the global profession of outdoor education.

In conclusion, it was my perception that this working session mirrored the fragmentation of outdoor education as a field that I believe is the field's strongest current trend. This trend does not necessarily reflect a societal loss of interest in outdoor programs at all. Rather, it reflects acceptable growth in each of the specializations within outdoor education: organized camping, outward bound-type programs, adventure travel, outfitting and guiding, ropes courses, wilderness education, environmental awareness programs, etc. Until there is a stronger central conceptual cohesion, there will be only lukewarm acceptance of standards, accreditation, or any centralized effort at professional development.

SEASONALITY ISSUES
HIRING PRACTICES AND BENEFITS

EMPLOYING NATURAL RESOURCE RECREATION MANAGERS

By

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About the author: Ms. McCaig has over twelve years' experience with the Forest Service. She has managed recreation, wilderness, and cultural resources programs at various levels of the organization. In Colorado, she worked in three Ranger Districts and three National Forests. Her recreation experience includes ski-area planning, wilderness management, interpretation planning, recreation concession administration, and developed-site management. Currently Ms. McCaig is a staff assistant on the Recreation, Cultural Resources, and Wilderness national staff.

Abstract: The natural resource recreation management job has changed through the years. Now it requires someone who can identify and satisfy customer needs while protecting and enhancing natural resources. The manager may or may not be an expert in a specific outdoor recreation activity. He or she will need to understand a variety of recreation uses and customers. Getting into the recreation management field can itself be a job. Summer seasonal employees are hired differently from permanent employees. Seasonal employment can improve chances of getting a permanent position. Other ways to improve employment opportunities include special hiring authorities and getting to know potential employers.

Recreation: Avocation or Profession?

Most of us enjoy outdoor recreation activities. We go to a National Forest on the weekend and ski, fish, drive forest roads, cut firewood, camp, hike, or hunt. It's what we do for fun. It makes sense that since we enjoy these kinds of activities, we should also be good at managing them. Some people argue that you must be good at recreation activities in order to manage. Doesn't the expert alpine skier know how a ski area should be managed? Doesn't an avid backpacker know how a wilderness should be managed? Maybe. An educated, trained, and experienced natural resource recreation manager knows. He or she understands the resource and the vast array of recreation customers. The expert alpine skier or avid backpacker may or may not. Outdoor enthusiasts can make good natural resource recreation managers if they have an interest and knowledge of natural resource management and recreation customers. Managers must put aside their personal biases and manage resources for a variety of recreation opportunities.

What Does the Employer Look for in a Recreation Professional?

In the past, the Forest Service recreation management job was building and maintaining facilities such as campgrounds. We also constructed trails to popular destinations. We usually constructed facilities in areas where people were already recreating. Management consisted of *hardening* a site to protect it from resource damage caused by people. Recreation management was treated as an activity separate from other resource activities. Seldom did the recreation manager discuss his or her activities with other resource specialists. Outdoor recreation activities usually occurred in specific areas in predictable ways. Rarely was customer satisfaction a consideration.

The job has changed. Now the job is identifying and satisfying customer needs while protecting and enhancing natural resources. Land management agencies now provide a wide range of outdoor recreation opportunities. Our customers want ski areas, cabins, shooting ranges, bicycle trails, swimming beaches, and information centers. We now manage wilderness, national recreation areas, wild and scenic rivers, scenic byways, and other special areas. Our customers have changed too. We have urban national forests within a one-hour drive of millions of people. Our customers now represent a wide range of cultures, incomes, ages, lifestyles, interests, and physical abilities. Now recreation management is integrated with all activities on National Forests. The need for a broad spectrum of recreation opportunities is considered in range, wildlife, timber, mineral, and fire resource decisions.

The Forest Service has identified three emphasis areas for recreation and wilderness management. These National Recreation Strategy emphasis areas are (a) creating customer satisfaction, (b) forging partnerships, and (c) pursuing excellence.

These three areas describe the knowledge, skills, and abilities our agency values. We look for someone who is familiar with the diversity of recreation opportunities and customers. The recreation professional should also understand people and be able to create alliances. Pursuing excellence requires an understanding of the natural resource and new technologies. This also requires an ability to *just do it* and make positive things happen. Other positive attributes include the ability to plan, resolve conflicts, predict customer behavior, and manage natural resource values.

How Do I Get into the Field and Stay There?

This is the challenging part. Getting the job you want is a job in itself today. It may be helpful to approach your career planning that way.

The U.S. Forest Service employs over 34,000 permanent and 17,000 temporary employees. We have 3,000 employees in research activities and 1,000 people in state, private, and international activities. The largest numbers of permanent employees are forestry technicians (7,800) and foresters (5,300). Both of these series include individuals involved in recreation and wilderness management. We also employ 73 permanent and 16 temporary outdoor recreation planners. Since 1976, the agency has doubled the number of women and minority employees. Currently, over 14% of our workforce are minority and 38% are women.

Temporary summer employees are hired differently than are permanent employees. Summer seasonal employees are now hired through the state employment service. Some state employment offices accept applications all year while others may have specified application periods, so check with each office. These state offices also review and rate applications for a specific job opening. It's always a good idea to talk with a District or Forest Service. Special hiring authorities exist for certain categories of applicants. For example, a Peace Corps employee can compete for positions that are usually available only to Forest Service employees. The Cooperative Education Program (Coop-ed) allows college students to work and attend school for specified periods of time. If the student successfully completes the Coop-ed Program he or she may be hired without competition. Disabled individuals and veterans are also given special consideration in the hiring process.

In the next few years, permanent jobs with the Forest Service will be difficult to obtain. Controversial forest management issues necessitate the relocation and reduction of some of our workforce. In most cases, the agency will try to retrain and relocate current employees before hiring new employees.

If I haven't thoroughly discouraged you, I would now like to share some ideas about improving your employment opportunities. Getting to know your potential employer is helpful. It's also important that your potential employer knows you. For college students, doing project research or an internship with the Forest Service is one way to meet potential employers. Volunteering or getting work-study position at your local Forest Service office is another way to get your foot in the door. Almost any employer will jump at the chance to have valuable assistance on an important project. Approach your potential employer early and allow him or her time to think about potential projects. Professional societies are another way to meet and work with Forest Service employees. Seasonal employees are one of the main sources of candidates for permanent positions, so don't minimize that experience.

What is the Importance of Recruitment, Placement, and Retention?

These are critical issues for the Forest Service. Our agency recognizes the importance of a multicultural organization. We would like to be the employer of choice, for all people in the workforce, now and in the future. In recreation and wilderness management, our workforce should change to reflect our changing customers. Outreach and recruitment allow the Forest Service to reach a diverse pool of highly qualified candidates. When we invest time contacting people before a position is advertised, the payoff is substantial.

The Forest Service and seven other federal agencies are working to improve the recruitment, placement, and retention of recreation employees. One tool we hope to use is a *professional series* for natural resource recreation managers. A professional series requires a candidate to meet certain education criteria to qualify for the series. Currently, only employees in professional series are able to advance to top resource management positions such as district ranger or forest supervisor. This professional series could improve the Forest Service's retention capabilities by improving career ladders.

In Summary

The field of natural resource recreation management is changing. Now, the job involved identifying and satisfying customer needs while protecting and enhancing natural resources. Hiring practices in the Forest Service are also undergoing change. The agency desires employees who have people skills, who exemplify and understand diversity, who understand natural resources, and who can make positive things happen. To become more competitive for jobs, it helps to know your potential employer and let him or her know you.

EMPLOYMENT PRACTICES AND EMPLOYEE BENEFITS OF DVORAK EXPEDITIONS

By

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About the author: Bill Dvořák has operated and owned Dvořák Kayak and Rafting Expeditions since 1979. In 1984 he became the first certified Rescue 3, Swiftwater Rescue Technician instructor for the state of Colorado. He has been an instructor in mountaineering, SCUBA diving, kayaking, rock climbing, and sailing in this country and New Zealand and Australia. He has traveled overland in South East Asia, observing and volunteering at outdoor education centers. He professionally guides whitewater river trips and fishing trips, gives kayak and canoe seminars, and works with a variety of populations including programs for the physically and mentally disabled.

Abstract: In hiring our seasonal employees, we look for applicants who have demonstrated good judgment and professionalism and have experience working with youth. The company provides benefits in the form of worker's compensation, social security, training certification, instruction, and staff discounts.

Company Background

Dvořák Expeditions is a corporation established under Colorado and Utah law. The company offers river trips ranging from half-day to 12-day trips on 10 rivers in 29 canyons in six states. Each of these states has different requirements for certification and/or licensing of guides. This makes it very important that well qualified people be hired.

The company receives many more inquiries about employment each year than can be hired. We tend to self-regulate this to a manageable number mainly through the amount of paperwork required to apply for a position. This is a protocol which weeds out those who are not committed to and/or qualified for the job.

Employee Attributes

All our employees attend and are hired from our staff training program. We do give them the cost of this back by returning a percentage of the price back to them each year that they work. Both training and professionalism are important in our consideration of applicants. Probably the most important attribute we look for is good basic common sense. As Paul Petzoldt has said, "If they don't have good judgment, they won't be good leaders."

Training which is helpful when making application to Dvořák Expeditions includes low-impact camping skills and whitewater skills. Most of this can be learned through the training program, so it is not always the most important credential. Professionalism is less easily taught. It includes a person's demeanor, personal appearance and very important to our trips, a sense of fun. As a guide it is most important that you can, number one, find out why people came on your trip--learn what kind of experience they desire--and number two, give that (what they desire) to the people.

Employee Credential Requirements

Credential requirements from applicants are:

1. Current (through September) first aid and CPR (Cardiopulmonary Resuscitation) certification: A minimum of Red Cross standard is required. For trip leaders and Utah canyon trips, Advanced First Aid or EMT (Emergency Medical Technician) training is required.

The first aid and CPR is required of all employees, and we suggest that it be taken well in advance of the season as it is increasingly difficult to find these classes offered, especially Advanced First Aid. Quite a bit of consideration is given to people who have experience in outdoor activities. Lifesaving skills are helpful. In looking at an application it helps to see that an applicant has the motivation and organization to plan his/her own activities and trips. Private trips (backpacking, mountain biking, river, etc.) which an applicant led and planned on his/her own really shows these qualities.

2. Demonstrated competency in outdoor activities or water-related sports and corresponding certifications. This includes: Advanced Lifesaving and WSI (Water Safety Instruction) certification. Experience in whitewater rafting, kayaking, canoeing, climbing, hiking, biking, horsemanship, and other related fields is also considered important.

3. Experience working with youth and special population groups, demonstrating teaching skills, and background are very important.

Teaching and lots of experience with youth is important because of the type of programs we have historically run. We started as a personal service/non-profit company which offered trips for youth of all types (delinquent, schools, camps, scouts, etc.). Many trips were run on a partnership basis where troubled kids were paired with a partner on a multi-day trip; this was later flexed to include some corporate groups. We ran this for six years prior to purchasing the company. We expanded to run some commercial trips to offset the cost of the social service income. Since that expansion, Dvorak Expeditions still has maintained its connection with the youth population.

4. A minimum age of 18 is set.

5. Needed licenses include: Utah Boatmen's License, New Mexico Boatman Certification, Swiftwater Rescue Certification, and licensing in Idaho. Some rivers require these before you can run any commercial trips as a boatman. These are not required prior to application as they can be obtained through the company training program or shortly after hiring.

6. A valid and current drivers license, preferably a Class S for driving passengers is required. The age requirement for driving commercial passengers is 25. Driving skills should include: trailer backing, mountain driving, and preventative maintenance skills. Vehicles included in the fleet are 15-passenger vans, four-wheel drive trucks, a 44-passenger bus, Suburban, and 12-passenger vans. Driving these types of vehicles with a trailer is necessary.

Company Benefits

The company does provide benefits. These are: worker's compensation, social security, a swiftwater rescue (Rescue 3) training certification course, kayak and canoe instruction (available on a space-availability basis), and staff discounts on equipment with group orders. Bonuses for working an entire season and returning for following seasons are offered as incentives to retain quality employees. It is important for the employee to make a commitment of three to six months in order to maintain the cohesiveness and strong communication system needed to provide a quality experience for clients and to maintain an enjoyable work environment for the guides.

Employee files are maintained and regular evaluations of performance are recorded. These are made available to the employees for future job references. Many of our employees are students in the off-season, while others work other seasonal jobs such as at ski areas. It is important for them to know that they can maintain references and have documentation of their job performance.

Employee Responsibilities

On the-job-duties are varied for our guides. They are not only needed during the trips but also take part in pre- and post-trip preparations. Equipment maintenance is important in maintaining the safety and professional appearance of the company. No other phase of operation is more important than safety. Building and maintaining a rapport with other crew members as well as customers is important in provision of a fun experience for all. Leading activities, teaching low-impact techniques, cooking, and clean up are all important. Our guides are encouraged to learn about and interpret the river environment that they work in.

Conclusion

All of these duties, requirements, and suggestions come down to a couple of things. Using your common sense and representing the company so that you are selling the corporation are foremost. Included in this is taking responsibility, being organized, and, very importantly, being safe. These all contribute to the one thing we don't want to lose sight of: The guides and the passengers want to have fun!

A REVIEW: BOULDER, COLORADO, ADVENTURE PROGRAM HIRING POLICIES

By

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About the author: Michael Moniz received a Bachelor's degree in Environmental Biology from the University of Colorado and also attended Harvard. He is Director of the City of Boulder Parks and Recreation Department's Adventure Program, which he founded and developed. He is also Vice President of Trilogy Publishing and is President and Co-Founder of the Outdoor Network. He serves on the Board of Directors for the Environmental Education Institute. Mr. Moniz has served as Public Information and Marketing Director for the North Jeffco Special District and has experience in outdoor education, civic affairs, publishing, marketing, finance, and management.

Abstract: This paper focuses on the City of Boulder's Adventure Program's management of human resources. It pertains only to staff who are actually leading programs; it does not reflect the process of staffing for office help, interns, or assistants. The paper outlines the steps that the program administration (Director, Associate Director, Area coordinator, and Safety Director) takes when considering a new instructor.

The City of Boulder's Adventure Program is a full-service outdoor education program that is dedicated to providing the citizens of the community safe, educational, challenging, and affordable outdoor experiences. Courses range from multi-day kayak expeditions to evening skills-building courses like map and compass reading. An equally important part of the Adventure Program's mission is to offer people interested in pursuing outdoor education as a career the opportunity to learn the hard and soft skills necessary to begin instructing in the field. Therefore, there is a distinct difference between being on the Adventure Program staff and being a contracted staff person for a course. The contracted staff person must demonstrate technical skill proficiency in his or her particular instructional area. This expertise is measured against the accepted standards of the program and the outdoor field. The process described in this paper refers to the evaluation of paid contracted instructors.

As the outdoor education field becomes increasingly more standardized, hiring practices also are following a similar trend. Administrators of any outdoor program are aware that risk management must be integrated into all facets of the operation. No matter how well-developed a risk management program is, field staff are the frontline in ensuring the safety of participants. Therefore, logic mandates that staffing and training may be the single-most important component of an effective safety program.

With this in mind, there are three areas that we evaluate when reviewing new staff. These areas are, in order of review, as follows: certifications, outdoor experience, and personal qualities. My reason for choosing certifications over experience is simply that we cannot have people in the field without the basic certifications in first aid and CPR (cardiopulmonary resuscitation). Even for the position of assistant, these certifications are a first step in the hiring process.

There are three levels of certification that the program considers. The first is first aid and CPR. The program's policy is that staff members must be currently certified in one of the following: American Red Cross Mountain-Oriented Advanced First Aid; American Red Cross Advanced First Aid; Emergency Medical Technician; or Wilderness First Responder. In addition, employees must be current in CPR (American Red Cross or American Heart Association standards).

Our second review of certifications is area specific, i.e., certifications that pertain to a specialized area of professional development. This is a realm that can become a problem for both the instructor and the administration. Once it is established that a specific skill area is documented by a certificate, the important considerations of liability and cost benefit are brought to the fore.

Deviation in program staffing policy can expose an outdoor program to liability in the event of an accident. For example, if we mandate that all water staff must have swiftwater rescue certification, we can no longer allow staff not certified in swiftwater rescue to work in the field regardless whether or not they can demonstrate that they are competent in the necessary techniques. Moreover, as newly formed organizations are appearing each year and offering training and certification, from ropes course rescue to mountain guiding, the zealous administrator that requires such specialized certifications may quickly run short of qualified staff or may financially cripple the program by paying expensive training fees and travel expenses.

There must be balance, so we have chosen to offer in-house practical trainings that develop equivalent area-specific outdoor skills. Many programs use this type of in-house training program. Fortunately, standard-practices publications, such as The Association for Experiential Education's *Common Practices in Adventure Programming*, recognize the importance of this equivalent-skills concept. This leaves to the administrator the decision that equivalent skills are tantamount to a particular certification. Boulder's Adventure Program continues to monitor developing certifications and evaluates whether or not we should require our instructors to posses them.

After the primary evaluation, candidates are expected to shadow courses. Shadowing allows instructor candidates to become familiar with the program's instructional style, course flow, and logistics. New staff members are expected to shadow at least two classes in their specialty areas. Area coordinators carefully monitor and evaluate the new staff member's outdoor ability in the field and report the findings to the program administration. If the report is favorable, the new staff members are selected and issued contracts for upcoming courses.

To summarize, the 1990s have brought about a new era in outdoor education. Ease of communication has facilitated sharing of information that has resulted in a positive trend towards standardization of practices and in hiring trends. Standardization of practices has made the job of the administrator more complex in following the accepted standards.

The City of Boulder's Adventure Program continues to adapt and refine its hiring practices to reflect the growing sophistication in outdoor program management. Our ultimate goal is to ensure that our participants have the safest possible experience. Obviously we cannot eliminate all risk since risk is an important component of the outdoor experience. The most important means of managing risk is by hiring highly qualified employees.

HIRING PRACTICES OF THE SEASONALLY EMPLOYED
QUESTION AND ANSWER SESSION #1

From transcriptions

Moderator: Arden Anderson, Recreation Specialist, Bureau of Land Management
Panelists: Ed Mikusa, Denise McCaig, Bill Dvořák, Mike Moniz

MR. ANDERSON: Let's go ahead and take questions from the floor. If you would stand up, state your name and your question clearly and direct it either to specific people on the panel; if you're uncertain, we'll toss it up and see who grabs it.

Questions? Yes.

MR. HENNESON: Jim Henneson, and I would direct my question to Ed. In looking at qualifications for people for outdoor leaders for mountain trips, in the priorities, do you look at people that have the people skills or the hard skills? Which one do you put as a priority? Can you teach the people skills or can people with people skills learn hard skills or vice versa?

MR. MIKUSA: That's a really good question. I really believe at our schools, it's easier to teach the hard skills to the folks. If somebody comes in with a teaching background or as a social worker, or worked in a setting like that, I can teach them rock climbing and expedition skills. Also, there is the opportunity of matching that person. We work two instructors to a group of students. We put them with someone who complements them, somebody with real strong hard skills.

MR. JUDD: Brian Judd, and I would also like to address my question to Ed. I'm interested in what type of counseling background you're looking for.

MR. MIKUSA: There's no formal requirement. Again, we have had folks come into our program who are MSWs (Masters in Social Work) who are not comfortable within a setting. They're not real good at taking care of themselves in the woods. A lot of it is doing that before in a program--using common sense, enjoying being with people and talking with people, and spending time in the woods. Your comfort level in the woods enables others to feel comfortable so they can open up and talk and share what they need to share; so, there's no formal requirement in our school. Does that answer it?

MR. JUDD: Yes, it answers it very well.

MR. MacLENNAN: Ken MacLennan. I would like to ask the panel, what's the common thread? Do each of you know what the other one is doing? In other words, how does your part affect the forest service, and so on, and so forth?

MR. MONIZ: Well, having some experience with communication in the outdoor industry through the outdoor network, we try to share a lot of what's going on, and I think that communication is becoming a pretty important and a growing part of the outdoor industry, outdoor education sector, particularly. It's conferences like these that help. We were joking last night at dinner about the conference groupies--just generally, in the fall, we spend a lot of time together and see a lot of the same folks and have dinner. Hopefully, over the next four months, we will be spending time together and sharing ideas and sharing resources. There're some excellent publications. Fortunately, groups like NOLS and Outward Bound have gone forward and really shared a lot of the information on how they do things. So, that material is out there. The accepted peer practices book (safety practices) is an excellent resource. And if you're considering going into the field, probably the best thing to do is just to sit down and review all the accepted practices because Simon Priest worked very hard at culminating a lot of information from a lot of different groups and practices in the industry. By just simply looking through there, I think you can get a pretty good feel of what technical and what types of background people are looking for from a leadership standpoint. Does that answer your question?

MR. ANDERSON: From a federal point of view, there is generally a permitting process system that goes on between activities like Bill's and Ed's and Mike's that go on on public land. They need to come to us and get a special recreation use permit to enable them to operate their programs on public land. So, we have some information sharing, some concern about resource impacts, and hopefully, everybody is on the same wave length about what is expected from a program and what isn't. At the same time, and that generally happens between the hierarchies of the agency, the head of Outward Bound in North Carolina probably will apply to the forest service and the other agencies in that area that manage those resources. On a local level, I know I have an Outward Bound group that works in my area. The course directors get in touch with me, let me know when they're going to be out there, and often, I will try to make some time to go out and talk to their groups, fill them in on questions they might have on natural resource management, so that those folks have a little better understanding of things from our point of view whether that's just for the instructors or for the entire group. It's a way that we can keep those communication lines open and help the students that these folks are bringing on to public land understand our roles and responsibilities, and how they may play a part in that whole process as responsible voters or having responsible input into the planning and management process.

MS. McCAIG: Ken, was your question about the thread that we were looking for in terms of employees or in terms of working relationships?

MR. MacLENNAN: Just in terms so that people who are going into the profession have an understanding knowing that there's more to it than just a singular aspect.

MS. McCAIG: I would second that which Mike had said. The things that we're all looking for in terms of employees are the skills with communication and people skills and some kind of interest in the outdoors or interest in national resource types of issues--I think that would be the common thread.

MR. ANDERSON: It's always been a challenge for folks interested in seasonal work in this field to figure out the different hiring practices and priorities for all of these widely divergent agencies and groups, and I don't see anything in the near future that's going to solve that. Each group is going to have their own criteria and their own things that they're looking for, so it's important that everybody understands that they are different. Folks that are interested in looking for work in this field need to focus on the specific group you're interested in working in and get with someone who can give you detailed information on what their practices are and what they're looking for.

MR. MONIZ: Also, one last thing. Last year's proceedings, if you look through those, there was a session that was done on what we're looking for in outdoor leaders--Outward Bound, NOLS, universities, municipals, people with great experience in hiring--and seeing that the industry developed. We participated in that. We outlined, in priority order, all what we were looking for in outdoor leaders. As it turned out, it probably would be a PhD program just to enter the field. So, if you were interested to look at the proceedings, because I think they are good, it addresses not only technical skills but natural resource, understanding natural history, understanding conservation, minimum impact, and group dynamics--a variety of things--but I think it's a good base to look at just to understand what the common threads are.

MR. ANDERSON: Yes.

MR. WAGSTAFF: My name is Mark Wagstaff. You guys are the ones who are doing the hiring and you've talked about various qualifications that you're looking for. I didn't hear anybody mention a degree in parks and recreation or a degree in wilderness recreation leadership, and there are thousands of students across the United States who are going through these programs right now. Now, are they wasting their time or do you take that into account when you're interviewing your future employees?

MR. ANDERSON: Good question, Mark.

MR. MIKUSA: I guess I just took it for granted. It really does help if somebody has gone to Prescott or some other college and they have a degree in outdoor education. I look at that, but I don't know how much weight I put on it. I guess at our school, life experience is real important--what you have done after college, where you have been, have you been out there making it on your own? Have you hitchhiked? Traveled around the world? Those sort of things, but it does help, too, to have that concept about outdoor education, and I think that's real helpful. We did mention that, and I guess I look at it, but that wouldn't be a premium for me to hire somebody just on that basis.

MR. DVORAK: I get a lot of people that come from Prescott, and are actually working for me while they go through those programs. They use me as an internship; they use that as a vehicle to fulfill some sort of criteria for their degree course. I think we all deal with a lot of those kind of people.

MR. MONIZ: And I would be surprised to see anyone graduate from a program ready to go to instruct in the field, at least from what I have seen.

MS. McCAIG: We certainly look for people that have that background, and one of the projects that I referred to that I'm working on is to try to make a direct tie between what the universities are offering and a specific position or series that people can do. We start working on that, trying to make it a more direct tie, because right now it's looser and it makes it really difficult for both the universities and for us to know that there's a direct link between what they're teaching, what we're looking for, and some kind of guarantee there.

MR. ANDERSON: I think that the phenomenon of having a lot of folks running through outdoor recreation programs these days is relatively recent and I think a lot of the folks on the panel here have their hiring practices developed from a time when there weren't quite so many folks going through those programs; so, they've adapted to picking those people in other ways. Now that more and more people are coming out of those programs, I think that there will be an adaptation within both private and public entities to take that into consideration more. Don't lose hope, but certainly, don't assume that that is the know-all and end-all for putting yourself in a position to get these jobs because you can hear from the panel that they're asking for a lot of things that you get in other ways than from a college class. So, if you're in a program like that, aim for, perhaps, ancillary studies that will enable you to meet some of the requirements that we're talking about. There are a variety of ways to make yourselves more attractive to these folks, and then go out and sell yourselves. I think that that's a good foundation on which to build a resume.

Yes, sir.

MR. WIIK: Sven Wiik. Ed touched on it a little bit, but what role does the pay play in the hiring practices, in getting the best competent and qualified people? No one has touched on that at all, or is it the secondary factor?

MR. MIKUSA: In fact, I was just thinking about that. Mark, when you were talking about folks coming right out of college--it seems like when you're coming out of college, you have a lot of debt. Entry level pay for a North Carolina instructor, on a long course is $27 a day--that's not a whole lot of money. You're going to make $669 a month, plus your room and board, but still, it's petty cash. When you reach full instructor level, you make $1,200 a month on a standard course--that's not very much money--but I think we're the top paying Outward Bound school, so it has to be a type of person, a person that doesn't mind living out of the back of a pickup truck, the transient lifestyle. You're not going to be able to buy a condo and do all this travel. The travel you're going to be doing is to come out here and live out of your truck.

MR. WIIK: You were mentioning that the average age of the people is 31.

MR. MIKUSA: Right, so most of them are doing other jobs; they come in and work a few Outward Bound courses a year. Then we have folks who are 25 to 30 who aren't sure what they want to do with their life. They come out here and work in a ski resort and they go back to North Carolina--that sort of lifestyle. But it's becoming more and more of an issue for folks; the real hippie types have grown up, and folks now are looking for where they can make the $20,000.

MR. TOMLIN: Greg Tomlin. My question is along the same line. Do you think that's subject to change, that salaries are going to increase due to the fact that there's going to be more people coming into this field?

MR. MONIZ: I will venture a shot at that. I don't think that you're going to become wealthy as an outdoor educator, and I'm not sure that you can make a living that you could support an average lifestyle, so... (laughter). But there is something, there's some hope. The hope is that there are some very good outdoor program administrator positions within every organization. With the basic foundations in place, a person can really get involved and understand the program, go beyond instructor skills, look at administration and marketing, business skills. By getting involved in that and really showing commitment to the organization's growth, then, you can find decent employment that can support the type of lifestyle you want to have. Frank Feather spoke last year at this conference and gave us all a lot of hope saying that there was a global future. He said that the recreation industry in adventure travel and eco-travel would boom in the '90s. If that's true, then, there will be an increase in demand for instructors. But at this point, working with federal agencies is an entirely different thing--a university, a municipal agent, and Bill might second this, that's the state of the industry.

MS. McCAIG: We just talked about seasonal employment this morning. From the federal government standpoint, we're restricted in terms of being able to be responsive to the market and compete with these guys. For us, the appeal is to try to bring those people in that have the stamina to stay with the bureaucracy to come into more management-type positions and move up through the organization; so, seasonal positions were very limited in terms of the salary for those people, but the long-term objective, or what we see in terms of providing real money and a real lifestyle for people, is to stick with it and get on permanent.

MR. TOMLIN: What about commercial ventures?

MR. DVORAK: You'll find that most commercial ventures, if they're run real well, might net a small percent of their gross, so there's no money in this business that I have seen. Most people do it because they like the lifestyle. They like dealing with the people that they deal with. They like being in the environment that they're in. I will be real honest: If you're not into it for that, get the hell out now because you're just wasting your time; I don't care what end of it you get into, you're never going to get rich in this, boys.

MR. WESCOTT: What about from a staff position? Is there a better pay scale?

MR. DVORAK: I think it's probably worse than Outward Bound, and it's much more seasonal. People have to be with me three years before they get the rate that they would get with Outward Bound, but the difference is they can do much better with tips. It's nothing for my guys at the end of the trip to get tipped $400--that's the big difference there.

MR. ANDERSON: Folks, we're getting down close to the end of our time. I know there are other questions. I'm sure the panelists would be available on break time to answer some of those questions if you have specifics.

HIRING PRACTICES
A Seasonal Employee's Perspective

By

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About the author: Jim Ferguson is a full-time faculty member at NOLS (National Outdoor Leadership School) with regular field course work in addition to first aid training responsibilities. He has worked for NOLS for eight years, seven as a seasonal employee, starting in 1984. He spent a total of 167 weeks in the field instructing a variety of course types including instructor-training seminars. Previous to his time at NOLS, Jim spent eight years teaching skiing as a PSIA (Professional Ski Instructors Association)-certified instructor.

Abstract: This article will examine hiring practices in outdoor education and recreation, particularly, abilities, qualities, and skills a recreation professional will find useful in gaining and maintaining employment will be discussed. The role of evaluations in informing the employer about an individual is identified.

An idea of primary importance with respect to working in the field of outdoor recreation is the value of high-quality performance. The spectrum of abilities and skills contained within any given outdoor education experience, though, can be broad, and the whole field of outdoor recreation is vast. So where, specifically, will performance help get that job and keep it?

Outdoor recreation is a service industry. As such, communication skills are central to achieving the program goals and in satisfying the participants. For example, instructing skiing, guiding a raft trip, chaperoning a college backpacking orientation, and taking clients out on a mountaineering trip all rely on effective communication between leader and participants. Communication skills play a major role in leadership including: decision-making, judgment, and motivation abilities; expedition behavior, including the ability to get things done in a group and the ability to get along with anyone for extended periods of time or in unusual circumstances; and teaching, whether informally one-on-one or in a class situation with a specific curriculum. Quality performance in all of these areas accounts for the satisfaction and excitement participants feel. This is not to say that the outdoor leader doesn't need to pay attention to the hard skills or technical skills of the trade. On the contrary, if the group leader can't set up a tent, fix a blister, or self-arrest on a snowy slope, the job certainly isn't going to get done. Mastery of the basic skills of outdoor living and travel is essential; these skills are often easier to acquire than communication skills.

One useful approach to a career in outdoor recreation is to gain some familiarity with the broadest possible range of outdoor pursuits and environments--the basics won't vary that much and a future employer will no doubt want to train for the specific needs and goals of any given job. While outdoor recreation is a very broad field, it's not necessarily that deep; therefore, developing a narrow technical expertise won't make anyone that much more employable. If the basics are polished, the specialized hard skills can be attained through specific training once hired. This flexible, nonspecific approach, in which you know a little about a lot, will be useful to employers. It puts a burden on the individual to learn new skills quickly and effectively, as well as a burden on the employer to provide adequate supervision and training opportunities.

Employers look for performance and flexibility. They also look for and value commitment to a program because once they have trained you, you represent a valuable investment. New job applicants and returning seasonal employees can use several methods and tools to demonstrate the performance, flexibility, and commitment that employers value.

Some principles to follow when seeking employment are:

1. Use concrete, written objectives, i.e., the objective is what you expect to gain from this job.
2. Inform the potential employer about your past performance, i.e., what you have done to prepare for this job.
3. A well-written resume can be a strong tool in which you demonstrate these first two principles.

After you are on the job, the employers review should utilize the tools of written and verbal evaluations by the employee, co-workers, and program participants. These evaluations should be specific and should reflect achievement of program goals. Through this process, an employer can judge how effective an outdoor professional is on the job.

To summarize, in pursuing professionalism in outdoor recreation, an individual should develop communication skills, particularly in the areas of leadership, expedition behavior, and teaching. Basic camping and travel skills ought to be second nature in a wide variety of environments. An individual needs to be a quick learner and to be adaptable. These skills and qualities and commitment to a program are what employers are looking for. By using such tools as resumes and evaluations that are linked to concrete goals, an individual's potential and achievements will be evident to an employer.

STAFF RECRUITMENT, RETENTION, AND EVALUATION
A Field Staff Perspective

By

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About the author: Kelli Stone has three years' instructing experience with the University of Colorado at Boulder (CU) Outdoor Program, The Boulder Adventure Program, Colorado Outward Bound School, and most recently, the Outdoor Leadership Seminar Training (OLST). She is an avid climber, mountaineer, and skier; was coordinator of the 1989 CU Freshman Wilderness Welcome Program; and has presented topics on leadership at various staff training and seminars.

Abstract: This article explores staff concerns of such issues in the area of outdoor education and adventure. Each issue is examined and suggestions for improvements made. Many organizations have an inability to offer substantial benefits and consequently fail to recruit and retain a professional staff. Current evaluation procedures allow for those not professionally ready for promotion to attain it. A national staff evaluation system would ensure proper staff placement as well as create a national standard to be upheld. For newcomers interested in the field, certifications, state-of-the-art knowledge, and large quantities of personal experience should be pursued. All such factors are elements which employees look for in an outdoor professional.

Employee concerns with respect to status as an outdoor professional are abundant. Concerns of staff recruitment, retention, and evaluation are in the forefront. Each of these factors contributes to the overall image of the outdoor organization and ultimately to the public opinion of outdoor education and adventure as a whole.

There is an incongruity between the professional image that outdoor organizations project to the public and to the field staff hired. The lack of consistency from one entity to the other is due to an inability to recruit and retain experienced outdoor professionals.

Minimal benefits offered to the outdoor professional are responsible for an organization's inability to recruit and retain such people. In most cases, the smallest amount of health insurance permissible is provided. A deficiency in consistency and stability of available work, coupled with low pay in comparison to professions that demand as much time to acquire the necessary working skills end with the outdoor professional's difficulty in supporting him/herself and consequently seeking alternative careers to do so.

With outdoor professionals turning to alternative careers in order to support themselves, the available number of those with outdoor expertise and knowledge diminishes. Organizations turn to the less experienced to fill vacant positions, yet require the same standards as would be expected of a prudent professional. Many outdoor programs, organizations, and schools have a high ratio of amateurs to professionals. Here is where a rift between the projected image of outdoor programs and staff occurs. The public expects to receive professional service and is dissatisfied when the received product is less than expected. Public interest falls wih a corresponding downward plunge in enrollment and profit. Such events result in an organization's inability to recruit and retain outdoor professionals.

By increasing the amount and quality of benefits, the field of outdoor education and adventure would meet the needs of a professional and appear more attractive. The need to hire inexperienced staff would be reduced and the incongruity between projected images of outdoor organizations and staff would disappear. This would more likely ensure that the public will receive professional service.

Evaluation by standards is a process developed to systematically assess staff performances. Evaluation plans incorporate measures from several sources including self-assessment, assessment from peers, assessment by participants, and field observation by senior staff. These evaluations serve to identify developmental needs and to promote those who are ready to a position of higher standing. Evaluations are conducted by different staff members for each course and even within each course. Although this system has proven to be generally effective, some not professionally ready for promotion do attain it. If a national system of staff assessment were created whereby all outdoor professionals were evaluated on a similar system, a more clear national standard could be built and upheld. Such a system would ensure proper placement of staff in positions and produce an easier path on which outdoor professionals may move to and from various outdoor organizations across the nation.

Certification and professionalization of the field of outdoor education and adventure would help to break down barriers to further growth of outdoor organizations. For newcomers and those interested in the field, certification is a way to access the field of outdoor recreation, stay abreast of its growth, and become attractive potential employees. Certifications document the holders' familiarity of state-of-the-art knowledge and promote large quantities of personal experience, both of which are factors employers look for in outdoor professionals.

There are no questions that outdoor education and adventure will play a role in society's recreational choices. The extent to which they do lies in what is done today to make outdoor education and adventure the professional field it can be. Keeping up to date on current practices, techniques, and equipment ensures a bright future for the outdoor professional and, thereby, for outdoor education and adventure around the world.

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THE CARE AND FEEDING OF A CLIMBING RANGER

By

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About the author: Jim Detterline has worked as a ranger for the National Park Service since 1982, serving at Dinosaur National Monument (Utah), Death Valley National Monument (California), Shiloh National Military Park (Tennessee), and Rocky Mountain National Park (Colorado). He has worked at Longs Peak Area, Rocky Mountain National Park as climbing ranger since 1986. An avid climber since 1974, Detterline has traveled extensively in North and South America on climbing trips and expeditions. His academic training includes a Bachelor of Science in Biology from Moravian College (1978), Master of Science in Vertebrate Zoology from Memphis State University (1982), and Doctor of Philosophy in Invertebrate Zoology from Memphis State University (1989).

Abstract: The needs of the National Park Service in managing its diversity of scenic, recreational, cultural, and historical areas have become increasingly specialized. Four mountainous park units have designated certain positions as climbing or mountaineering rangers. The incumbents are required to maintain a defined level of technical climbing expertise in order to perform routine patrols and provide emergency services on technical terrain. In addition, most climbing rangers are also expected to perform traditional ranger division roles, including dissemination of information to the public, resource management, law enforcement, emergency medical services, firefighting, campground fee collection, traffic control, visitor center operations, and as appropriate, supervisory and administrative tasks. Most of these climbing ranger positions are seasonal, lasting only three to four months during peak climbing season, but a few positions are either temporary or permanent. The park service generally receives hundreds of applicants per seasonal position, but few applicants meet the vigorous qualifications. Although the park service does provide some advanced training for successful candidates, the responsibility is that of the candidate for obtaining the minimal amounts of high-priced training and time-consuming experience necessary to qualify and compete on the position registers. The prospective climbing ranger must first work at a lesser skilled position for a minimum of one season in order to qualify for the higher graded climbing ranger position. After a climbing ranger position is obtained, the incumbents typically suffer a high turnover rate due to the many stresses and demands of the job.

The National Park Service is responsible for the preservation and management of 320 specially designated areas throughout the United States and its territories. The legislation establishing each area differs according to unique scenic, recreational, historical, and cultural resources. These resources vary greatly, and include a diversity of situations from historical events to prehistoric areas, from seashores to mid-continental grasslands. With the diversity of resources and specific needs for management has come an increasing use of specialists.

Technical climbing is practiced by 250,000 American citizens. Increasing numbers of foreign visitors also practice this sport while on visits to the United States. While climbing sites may be found in all regions of the country under a variety of private, city, county, state, and national ownerships, many of the finest and most popular sites are within the jurisdiction of the National Park Service. Climbs within National Park Service units vary greatly from the sea cliffs of Acadia to the desert spires of Canyonlands, and from the fifty foot high frozen winter waterfalls of Delaware Water Gap to the 20,320 foot permanently frozen Arctic summit of Denali

(Mount McKinley). By virtue of the widely known, superb scenic qualities of the National Park Service system, these areas are usually among the most frequented climbing sites in North America.

The National Park Service has recognized the needs of the growing technical climbing community. Specialists designated as climbing or mountaineering rangers are in service at four of the 47 National Park Service areas identified as containing technical climbing sites (Table I). In addition, general and law enforcement park rangers at the other sites may have a climbing or technical rescue requirement written into their position descriptions.

The four parks which have actual climbing ranger positions include Rocky Mountain National Park (Colorado), Grand Teton National Park (Wyoming), Mount Rainier National Park (Washington), and Mount McKinley National Park (Alaska). The incumbents are required to maintain a defined level of technical expertise in order to perform routine patrols and provide emergency services on technical terrain. In addition, climbing rangers may be expected to disseminate information to the public, carry out resource management projects, fight wild and structural fires, provide law enforcement services in both backcountry and frontcountry, provide emergency medical services in non-technical situations, operate ranger stations, perform fee collection and book sales, provide routine maintenance chores (such as backcountry toilet cleaning), and aid in traffic control. Additionally, some climbing rangers may be asked to provide supervisory and administrative functions. (See Exhibit 1 for position description of a climbing ranger job at Rocky Mountain National Park.)

Despite the variety of skills and the high level of expertise demanded by the job, most climbing rangers are seasonal workers. The typical season is only three to four months long during the height of the summer alpine climbing season. A few workers are on temporary appointments (short-term, one-year contracts for up to four years maximum) and even fewer climbing rangers are permanent employees. For example, Rocky Mountain National Park employs four seasonal climbing rangers from May or June through September and one year-round temporary climbing ranger. Three lower level permanent employees are expected to perform technical climbing chores, and six upper level rangers are expected to have sufficient knowledge of technical climbing in order to manage technical rescue operations. None of the permanent positions are titled as climbing rangers.

The history of the specialized climbing ranger has generally been that of a seasonal position. Early park service general rangers such as Jack Moomaw of Rocky Mountain National Park (starting 1920) and William J. Butler of Mount Rainier National Park (starting 1936) were certainly topnotch climbers. It is probable that climbing skills played an important role in the selection of these candidates as permanent rangers in the mountain parks. However, the first actual climbing rangers were seasonal people. David Rearick, who made the first ascent of the 1800 foot high Diamond Face on Longs Peak in 1960, was hired as a Longs Peak Ranger the following year. His recruitment was specifically linked to his world-class climbing skills. Previous Longs Peak/Wild Basin rangers were sometimes climbers, but the technical quality of these individuals varied greatly and was mostly of a lower skill level. Since the hiring of David Rearick, additional big-name or well-known climbers have been hired to serve at Longs Peak. The highly specialized nature of Longs Peak ranger work was ultimately recognized in the early 1980's when the official titles of these persons became climbing rangers.

The park service has been mandated by the United States Congress to provide search and rescue services to needy visitors. No matter what the particular position or description, employees of all park divisions have always realized that emergency services take precedence over all regular duties. Over the years, as rescues became more complicated and more technical, the regular rangers became augmented by individual volunteers and later by organized rescue groups. At Rocky Mountain National Park, seasonal naturalist Tom Hornbein (who summitted on the first American ascent of Mount Everest in 1963) was instrumental in bringing in the well-organized Rocky Mountain Rescue Group, highly skilled technical volunteers from Boulder, to handle the park's rescues in the 1950s and 1960s. The park/volunteer relationship worked incredibly well. However, the number of rescues increased drastically and the response time of the Boulder group was greatly hindered by distance. The park reaffirmed its commitment to the congressional mandate by hiring climbing rescuers as both seasonal, such as Longs Peak ranger Walter Fricke, and permanent rangers. Fricke received the Department of Interior's Medal of Valor for his part in the rescue of an injured climber on the East Face of Longs Peak in 1971. In the 1980's, the core of the Rocky Mountain National Park search and rescue team became the Longs Peak seasonal climbing rangers. Thus the need for specialized mountain rescue rangers was realized and reaffirmed with the establishment of the climbing ranger designation. (The first climber specifically hired as a designated search and rescue technician was seasonal Jim Bridwell in Yosemite National Park in the 1960s. Bridwell was famous as a pioneering force on many big wall first ascents in Yosemite Valley.)

The need for the specialist climbing ranger has thus been dictated by the nature of the terrain, popularity of the park service units, increased use of park resources by technical climbers, and the mandate to perform an increasing number of search and rescue incidents. In selecting candidates to become climbing rangers, the park service examines primarily technical climbing skills and emergency medical skills. For example, at Rocky Mountain National Park, the screen-out factor in placing on the seasonal climbing ranger register is for minimum 5.8 level leadership skills on technical rock, current CPR (cardiopulmonary resuscitation) certificate, and minimum level of advanced first aid certification. Some positions require possession of a level II federal law enforcement commission; others do not. Other skills which are taken into account when considering candidates include search and rescue experience, amount of park service experience, quality of public contacts, backcountry skills, fee collection experience, firefighting, traffic control experience, and the ability to work both independently and as a team player.

Past work experience in the National Park Service is mandatory in obtaining a climbing ranger position. All climbing ranger positions are rated as GS-05/01 ($8.13/hr.), and all first year seasonals must work at the GS-04/01 level ($7.26/hr.) or below for their first season. This past work experience is helpful to the hiring officer in determining the quality of a candidate in team dynamics and as an independent worker. Persons with substandard work records and/or a poor record pertaining to the candidate's ability to function under stress, receive supervision, and ability to work with others may be passed over on the register with the permission of the park's chief personnel officer. Of course, candidates who placed on the register without the proper screen-out credentials, documentation of skills, or who misrepresented themselves may also be passed over on the climbing ranger register. This is important in not only establishing a strong team with good group dynamics, but in insuring the safety of all team members and rescue victims.

The candidates who are successful in obtaining the few climbing ranger positions are generally highly qualified individuals averaging several years of park service experience, 5.11 leadership on rock, and emergency medical technician certified. There are generally hundreds of applicants per position, although the number of applicants has dropped sharply in recent years at most parks. Females, minorities, and veterans are given preference, if qualified, according to the Equal Employment Opportunity (EEO) Act.

Incumbents holding climbing ranger positions may become highly qualified candidates for permanent ranger positions. Unfortunately, most climbing ranger positions are seasonal, lasting from three to four months during the height of the summer alpine climbing season. Climbing activity in the alpine parks generally drops off so much in the off-season that management cannot justify very many permanent climbing rangers. Former climbing rangers sometimes become supervisory rangers in mountain parks and regional offices. They may supervise climbing rangers and other field rangers, occasionally taking to the field again themselves, but generally the climbs on job time are quite infrequent.

There are also a few temporary climbing ranger positions available. Incumbents work year-round, supervise summer seasonal climbing rangers, and are rated at the GS-06/01 level ($9.06/hr.). However, they cannot receive benefits or step increases (pay raises). They are frequently subject to furlough. Temporary contracts are for one year at a time, with up to four years maximum allowed. At the end of that time, the position may either become permanent, be abolished, or revert back to seasonal, but it cannot remain temporary. This type of employment strategy stretches out the services of long-term seasonal employees, saves the park money, provides additional year-round patrol coverage, and sets up the incumbent towards a permanent position in many cases.

For the candidate interested in becoming a climbing ranger, the process is involved and positions are few. It is important that the candidate be an experienced, well-traveled technical climber with experience in rock climbing, ice climbing, and altitude. The candidate should be a highly skilled leader with much experience beyond the 5.10 level to insure consideration. A technical climber is not automatically a rescuer. Training with local volunteer groups or enrollment in tuition courses such as those offered at several colleges and Joshua Tree National Monument may provide a good base for doing rescue work. Course work in emergency medicine should also be pursued.

Although not necessary for all climbing ranger positions, a federal law enforcement commission may be very helpful in getting a job as there is generally a scarcity of candidates with both the proper climbing skills and law enforcement. There are seven colleges in the United States which offer this training.

The expenses incurred in the development of job skills are considerable. The candidate must be prepared to underwrite his or her own rigorous training without assurance of getting a job. However, once a person is hired for just about any park position, advanced training is generally available during work time. Parks encourage all park employees to continuously improve skills.

Candidates for seasonal positions must apply for the summer season between December 15 and January 15. The 10-139 form used is complicated, so serious candidates should begin preparing the application well in advance of the deadline. Seemingly minor mistakes, such as listing one's date of birth as having occurred in the current year, will result in automatic removal of the application by the computer at the Washington office where they are rated. Applications are ranked and then sent to the two park choices requested by the applicant. Since there are only two choices allowed, and the first year seasonal will not be eligible for a GS-05/01 climbing ranger position, it is smart to apply at two smaller or lesser-visited mountain parks (see Table I). It is easier to get a position at a smaller park; the experience will be more varied; and there is generally less public exposure to deal with, i.e., less chance of becoming involved in some politically undesirable incident. Some of the smaller parks with technical climbing may offer the unique opportunity for the qualified seasonal to make important contributions to the climbing management plan and/or the search and rescue team. These achievements may later aid in obtaining a climbing ranger position at one of the four big parks which offer this position.

The park units generally receive the scored applications from Washington in February or March. It is a good idea to call prospective employers during these months to let them know of your extreme interest.

For those few who become climbing rangers, the position may not be the Holy Grail it is often perceived as. Pay is low (40% below comparable state, local, and private organizations). The hours are long and demanding as there never seems to be enough rangers to comfortably handle all of the overtime. For example, at Rocky Mountain National Park in 1990, Longs Peak Climbing Rangers pulled an average of one all-night overtime shift per week, up to two all-night shifts back to back, and up to three all-night shifts within a single week due to major rescue missions and law enforcement call-outs. Hazardous duty pay is minimal and not all hazardous missions qualify for the extra dividends. Park housing may be crowded and is often too close to the public eye to afford the incumbent much privacy.

Many climbers are independent spirits and they often have a difficult time fitting into government regimentation and chain-of-command, regulations regarding the wearing of the uniform, and the need to work as a team player. This may result in disciplinary action from supervisors which generally sours the incumbent's attitude towards his or her work.

The work of the climbing ranger is often stressful. Actual climbing patrols make up a much smaller percentage of the work week than the public perceives. Most of the job involves public contact of some sort, and the mountains attract a great deal of attention from park administration and political entities as well as from the general public. As an example, the Longs Peak Area has been referred to by administration as the "public fishbowl." Numerous, important visitors attempt to stake some type of opinion on the operations of the climbing rangers. They listen carefully and respond sharply to supervisors if they hear opposition to their intentions from climbing rangers. Visiting technical climbers often like to verbally or physically test the skills of incumbent climbing rangers, much like the traditional Western gunfighter with a reputation in the small town that has nothing better to do.

Emergency work has been documented as stressful in many different fields. Climbing rangers, with their variety of emergency chores, may experience stress most commonly with difficult medical situations, law enforcement actions, and death investigations. Sometimes the park provides the services of a professional critical incident debrief team. More often than not, supervisors and co-workers deal directly with the problems, thus establishing the utility of the team concept. The team often takes on an elitist quality as members most frequently believe that they can only renew strength and draw understanding from others who have been through the experience.

Despite the comraderie of the climbing ranger teams, many drop out of the position after only a year or two as compared to seasonal campground rangers who may return for thirty years or more. Using Longs Peak Area as an example, staff turnover rates were 100%, 75%, 75%, and 75% for the 1990, 1989, 1988, and 1987 seasons, respectively. The upkeep of skills, job stresses, low potential for additional growth, physical demands, and low pay cause many incumbents to switch into other fields. Some incumbents are simply climbers and not climbing rangers. These individuals are not able to deal with the governmental aspect of the job and often end up with low evaluation scores.

Evaluations are done for climbing rangers in the same fashion as for other members of the ranger division. The difference is that there are generally more demands on the climbing ranger as a specialist. Standards are explained to the incumbent during the first week of work. This includes a discussion of the multi-page position description as well as a mutual agreement on individual goals for the season. There is a mid-season evaluation which tends to stress that which could be improved. The final end-of-season evaluation emphasizes positive points, but also picks out directions for future improvement. Candidates receive a written score based on elements of supervisory relations, co-worker relations, dealings with the public, quality of both field and office work, treatment of equipment, scrutiny to protect the resource, quality of protection contacts, safety habits, job-related skills, and compliance with a drug-free workplace. In addition, a written summary of the candidate's performance is enclosed (see Exhibit 2).

Despite the decreased budget committed to park service operations, it is highly likely that the number of climbing ranger positions may increase as the climbing population also increases. With the development of *sport climbing* and its environmental impacts will be an increased need for park service personnel who understand the vertical environment. In a March 1991 conference in Denver, Colorado, between climbing rangers and climbers, the need was recognized for the development of a climbing management plan for all parks with technical climbing. Climbing rangers are necessary tools in translating to upper level management what impacts are occurring and what needs are manifested. More visitors, of any type, also means an increase in search and rescue missions. (It is important to point out that technical climbers are responsible for only a small fraction of park search and rescue incidents--15.8% at Rocky Mountain National Park in 1991. See Table II and Exhibit 3. However, technical climbers are usually the focus of the most dramatic and costly of rescues.)

There will also be an increased need for the climbing specialist rangers to provide technical training and assistance to foreign countries. The national park idea has been growing worldwide, and many countries have asked the United States National Park Service for assistance in the development of their park systems. Mountainous parks, such as Parque Nacional Sierra Nevada with 16,427 foot high El Pico Bolivar in Venezuela, have been participating in search and rescue training exchanges with their counterparts in the United States, such as Rocky Mountain National Park.

The domestic need for more seasonal climbing rangers, and the need for complex technical support at home and abroad will hopefully encourage the National Park Service to increase both the number of seasonal and permanent climbing rangers. These positions will continue to be demanding and challenging, but for the proper individuals these positions will offer more career possibilities instead of dead-end seasonal work done simply for the love of it.

TABLE I

CLIMBING WITHIN NATIONAL PARK SERVICE UNITS

CLIMBING AREA	CLIMBING	GEOL	REGS	REFERENCES
NORTH ATLANTIC REGION				
Acadia National Park, ME	RR, RI	I	I	6, 20
MID-ATLANTIC REGION				
Delaware Water Gap NRA, PA-NJ	RR, RI	M	III	11, 17, 28
Gettysburg NMP, PA	RR	M	I	17
New River Gorge NR, WV	RR	S	I	20, 39
Shenandoah NP, VA	BR	I	I	20
Upper Delaware NS&RR, PA	RI	S	III	28
NATIONAL CAPITAL REGION				
Glen Echo Park (GWMP), MD	RR	M	I	20
Greenbelt Park (Catoctin), MD	RR	M	I	none
Harpers Ferry NHP, MD	RR, RI	M	I	10
SOUTHEAST REGION				
Blue Ridge Parkway South, NC	RR, RI	I, M	I	10, 16, 21
Chattahoochee River NRA, GA	RR	S	I	none
Chick-Chattanooga NMP, GA-TN	RR	S	IV	7, 16, 20, 33
Great Smoky Mts. NP, TN-NC	RI, BI	I	I	10
MIDWEST REGION				
Ozark NSR, MO	RR	I	II	9
St. Croix NSR, WI-MN	RR, RI	I	I	2, 38
Sleeping Bear Dunes NL, MI	RI	S	I	23
ROCKY MOUNTAIN REGION				
Arches NP, UT	RR, BR	S	III	4, 32
Black Canyon of Gunnison NM, CO	RR, BR, BW	I	I	19
Canyonlands NP, UT	RR, BR	S	III	4, 19
Capitol Reef NP, UT	RR, BR	S	IV	4
Colorado NM, CO	RR, BR, BW	S	I	4
Devil's Tower NM, WY	RR	I	III	15,19, 36,37
Dinosaur NM, UT	RR, BR, BW	S	III	8
Glacier NP, MT	BR, BI, HA	S	I	13
Grand Teton NP, WY	BR, BI, HA	I	III	5, 26, 27, 36
Mount Rushmore NP, SD	RR	I	III	29
Rocky Mountain NP, CO	AA	I	IV	12,19, 22,35
Zion NP, UT	RR, BR, BI, BW	S	IV	19
SOUTHWEST REGION				
Big Bend NP, TX	BR	S, I	I	none
Buffalo NR, AR	RR, RI	S	I	7, 10
Canyon de Chelly NM, AZ	BR, BW	S	II	4
Guadalupe Mt. NP, TX	BR	S	I	none

WESTERN REGION				
Chiricahua NM, AZ	RR, BR	S	I	none
Death Valley NM, CA	BR, BI	I, S	I	none
Grand Canyon NP, AZ	BR	S	I	1
Great Basin NP, NV	BR, BI, HA	S	I	none
Joshua Tree NM, CA	RR, BR	I	IV	18, 40, 41
Pinnacles NM, CA	RR, BR	I	IV	14, 18
Sequoia/Kings Canyon NP, CA	BR, BI, HA	I	I	35, 36
Yosemite NP, CA	AA	I	IV	18, 24, 31, 34, 36
PACIFIC NORTHWEST REGION				
City of Rocks NHL, ID	RR, BR	I	IV	19
Mount Rainier NP, WA	BI, HA	I	III	3, 36
North Cascades NP, WA	RR, BR, BI, HA	I	I	3, 36
Olympic NP, WA	BR, BI	I	I	24
ALASKA REGION				
Glacier Bay NP, AK	BI, HA	I	I	36
Denali NP, AK	BR, BI, BW, HA	I	III	30, 36, 42
Gates of the Arctic NP, AK	BR, BI	I	I	none
Wrangell-St. Elias NP, AK	BI, HA	I	III	36

Codes:

Types of Climbing Available
RR = roadside rock (approach less than 1 mile)
RI = roadside ice (approach less than 1 mile)
BR = backcountry rock (approach more than 1 mile)
BI = backcountry ice (approach more than 1 mile)
BW = big walls (overnight bivys on technical climbs)
HA = high altitude peaks (above 12,000' above sea level)
AA = all of the above

Geological Type (refers only to rock currently climbed on)
S = sedimentary
I = igneous
M = metamorphic

Current Regulations Status
I = no climbing regulations
II = complete closure to climbing
III = strict climbing regulations (i.e. registration, equipment checks, no bolting or bolting by permission, no chalk use)
IV = minimal climbing-related regulations (i.e. no motorized bolting equipment, occasional wildlife preservation closures, bivy permit system)

References: Refer to numbers on reference list for guidebooks, etc.

TABLE II

ROCKY MOUNTAIN NATIONAL PARK SEARCH AND RESCUE (SAR) RESPONSES - 1990

- Total SAR Incidents and Missions - 203
  - Total SAR Incidents - 136
  - Total SAR Missions - 67
    - Total SAR Major Missions - 18 (9 in Longs Peak Area)

- Total Overdue Parties - 74
  - Overdue Incidents - 54
  - Overdue Missions - 20

- Total Emergency Medical Responses - 126
  - Medical Incidents - 81
  - Medical Missions - 45
    - Injured Missions - 38
    - Sick Missions - 7

- Total Stranded Parties - 3
  - Stranded Incidents - 1
  - Stranded Missions - 2

- Total Technical Climber-involved SAR - 32
  - Climber Incidents - 15
    - Overdue Incidents - 12
    - Medical Incidents - 2
    - Stranded Incidents - 1
  - Climber Missions - 17
    - Overdue Missions - 8
    - Medical Missions - 8
    - Stranded Missions - 1

- Total Backcountry Fatalities - 3

- Missions Using Helicopters - 14
  - Number of helicopters used - 19
  - Missions using helicopters to evac patients - 6
- Missions Using Horseback Evacuations - 7
- Missions Using Wheeled Litter Evacuations - 16
- Missions Using Scree Litter Evacuations - 4
- Missions Using Technical Vertical Litter Evacuations - 1
- Missions Using "Piggyback" Carries of Patient - 3
- Missions Using Assist of Patient on Foot - 9

EXHIBIT 1

PARK RANGER GS-025-05
Backcountry/Climber

MAJOR DUTIES

Performs backcountry and technical climbing patrols. Checks trail and backcountry campsite conditions; performs resource management and maintenance projects; reports significant resource and maintenance problems; performs search and rescue missions in difficult mountainous terrain often occupying a leadership position; provides technical rescue training; maintains rescue equipment; performs ranger station duties including dissemination of information on backcountry and technical climbing conditions and sales of Nature Association materials; patrols campground resolving site disputes, collecting fees, safeguarding funds, and maintaining records; and provides first aid to sick and injured. In accordance with Executive Order 12564 and the Departmental Plan, incumbent will be responsible for maintaining a drug-free workplace.

1. Knowledge Required of the Position

Thorough knowledge of park operations, procedures, and precedents.

Thorough knowledge of park geography facilities.

Thorough knowledge of standard practices and techniques of rescue operations; technical rock, ice, and snow climbing; first aid; fire control; and/or resource management work. Standard first aid card required.

Ability to organize and present oral and written reports.

Awareness of environmental relationships affecting assigned area.

2. Supervisory Controls

Incumbent is relied upon to independently carry assignments through to completion. Supervisory assistance is available for very difficult or controversial situations. Work is evaluated on technical soundness, accuracy, and quality, compliance with standards and effectiveness.

3. Guidelines

These consist of a variety of written references and oral instructions covering laws, policy, procedures, regulations, directions, and precedents. Incumbent exercises judgement in identifying problems and applicable guides.

4. Complexity

Duties involve a variety of technical assignments related to operation of a park area. Operations are not completely standardized or prescribed and may involve dangerous and controversial situations. Use ingenuity, analytical ability, attention to detail, and alertness in quickly identifying and dealing with situations and public contacts.

5. Scope and Effect

Work contributes to effective operation of park area and particular programs and influences the park visitor's opinion, attitude, and enjoyment of the Service.

6. Personal Contacts

Contacts are with coworkers, management officials, general public, park neighbors, cooperating agency personnel, concessionaires, special use permittees and inholders.

7. Purpose of Contacts

To receive and impart information and instructions to coordinate and advise on work efforts, and to acquaint the visiting public with the scenic and scientific values.

8. Physical Demands

Some duties require sitting, standing, or walking for protracted periods of time. Some duties may also require strenuous physical activity such as climbing, lifting, carrying, and running at high altitudes, and over rugged, precipitous, and sometimes slippery or unstable terrain. The incumbent must be proportioned as to height and weight, and must be able to pass specified strength and endurance tests before engaging in some activities.

9. Work Environment

Assignments involve substantial outdoor work with exposure to extreme heat and cold, the discomfort and minor hazards of manual work and infrequent, intermittent hazards involved in firefighting and rescue.

EXHIBIT 2

SUPERVISOR'S SUMMARY COMMENTS

Name of Ranger
June 9 thru August 18, 1990

The Longs Peak area where (ranger's name) is seasonal climbing ranger consists of both a frontcountry and backcountry operation. The frontcountry operation consists of a twenty-six site campground, picnic area, a seventy-five vehicle parking area which overflows daily during the peak season, and a ranger/contact station. There are approximately fifteen miles of backcountry trails starting at 9,405 feet and rising to the summit of Longs Peak at 14,255 feet, the highest point in Rocky Mountain National Park. The Keyhole Route on the peak receives about ten thousand successful attempts per season and an additional six to eight thousand hikers to other area destinations. The sheer 2,000 foot east face of Longs Peak is one of the most popular alpine climbing areas in Colorado and receives hundreds of ascents per season.

The staff at Longs Peak is responsible for campground fee collection and remittances, nature association sales and remittances, law enforcement in the area, dissemination of information to visitors about trails and climbing conditions, issuing backcountry camping permits, resource management projects, and participation as lead members on the park's search and rescue team. The operation at Longs Peak is one of the most diverse in Rocky Mountain National Park.

As a third year seasonal climbing ranger, (ranger's name) was responsible for participating in daily frontcountry and backcountry operations at Longs Peak, and emergency activities parkwide. (Ranger's name) hiked all area trails and the contiguous east-side boundary in the Longs Peak Area on numerous backcountry patrols. He summited on all area peaks, including seven visits to the Longs Peak summit (for a lifetime total of 42), as well as other park summits outside of his area. (Ranger)'s enthusiasm and skill in climbing was shared with other staff members during his 16 days of climbs, which included an ascent of the Diamond. He also led three area search and rescue training sessions and served as a team instructor in the parkwide annual SAR training sessions. In attempts to upgrade and maintain his own skills, (ranger's name) participated in SAR training, backcountry management training, seasonal orientation, and Wild Basin Subdistrict orientation/training.

(Ranger's name) was instrumental in accomplishing a variety of large work projects by using his well-developed inter-divisional relations and by organizing several large volunteer groups. He organized and participated in several helicopter operations to clean and improve facilities on Longs Peak, including removal of the historic Cables and relocation of a high tech solar privy. He led volunteer groups of Cheley campers in restoration of Goblin's Forest Campsites and the Lily Lake addition, and coordinated frontcountry cleanup efforts with the Boy Scouts. (Ranger's name), on his own initiative, presented a slide program on climbing Longs Peak for a local camp, and improved his horseback patrol skills on different park trails.

(Ranger)'s greatest value to the park was the quality of his participation in emergency search and rescue operations. As one of Rocky Mountain's most seasoned SAR technical team members, (Ranger's name) provided outstanding response in a variety of difficult situations, including three backcountry fatalities. In one instance, (ranger's name) soloed technical terrain on Longs Peak in a storm to reach a dying victim, administered CPR and suction, assessed death with the instructions of our physician/advisor over a cellular telephone, broke the news to a bereaved girlfriend on the scene, and accompanied the persons at the scene to safer territory without the aid of any other rangers. In another instance, (ranger's name) and his brother climbed to the aid of a severely injured fallen hiker on a high cliffside in the middle of the night, stabilized the victim, and participated in a 1500' technical raising operation to a helispot the next morning. (Ranger)'s expertise in SAR extended beyond the technical aspects, as exemplified by his sensitive attendance to grieving relatives and companions of fatal accidents, for which he received three letters of gratitude.

Despite (ranger)'s outstanding record of care on various medical incidents, he can improve the level and quality of his services by taking the Emergency Medical Technician course. I highly encourage him to pursue this at least to the IV/Mast level, as these additional skills will increase his usefulness to injured visitors and to the SAR team. (Ranger's name) can also improve his ranger skills by taking more care with his paperwork, notably case incident reports, patrol reports, and the campground remittances which he submitted on a weekly basis for the area's campground fee collection operations.

(Ranger's name) was an exemplary employee and representative of the National Park Service. His contributions to the operations at Longs Peak were invaluable. Due to another one of his talents, (ranger's name) was offered a permanent position as a mathematics teacher, and had to resign early from his Rocky Mountain seasonal position. However, I hope that he can serve us in the future once his schedule stabilizes. It would be a pleasure to work with (ranger's name) again.

Jim Detterline
Longs Peak Seasonal Supervisor

EXHIBIT 3

January 10, 1991

The American Alpine Club
133 East 90th Street
New York, New York 10128-1589
attn: Mr. Jed Williamson

Dear Mr. Williamson,

Enclosed are reports for inclusion in the 1991 edition of Accidents in North American Mountaineering.

Rocky Mountain National Park's search and rescue team responded to a total of 203 callouts (67 missions, 136 incidents) in 1991. For your information, we define a mission as any SAR activity requiring response beyond the trailhead, or any activity involving premium pay or more than $50 expense to the park. An incident is a minor SAR activity occurring during normal working hours and not meeting the criteria of a SAR mission, or an off-duty incident resulting in not more than $50 expense. Major SAR missions involve expenditures of $500 or more. In 1991, there were 18 major missions. Of the 203 total callouts, 36.4% were for overdue parties, 62.1% were for emergency medical services, and 1.5% were for stranded parties.

Of the 203 total SAR callouts, 32 (15.8%) involved technical climbers. Of these 32 callouts, 17 were missions and 15 were incidents. There were 20 overdue parties, 10 medical responses, and 2 stranded parties. Some of the overdue incidents were quite significant in that they involved overnight responses, lots of manpower and other SAR resources, and large expenditures of money. The most significant of our SAR activities involving technical climbers are listed separately on the attached individual reports.

If you have any additional questions, feel free to contact me at the letterhead address.

Sincerely,

Dave Essex
Chief Park Ranger

cc: CRO
EDO

HIRING PRACTICES OF THE SEASONALLY EMPLOYED
QUESTION AND ANSWER SESSION #2

From transcriptions

Moderator: Mark Cole, Staffing Manager, National Outdoor Leadership School
Panelists: Jim Ferguson, Kelli Stone, Jim Detterline

MR. MOVELLAN: Yes, my name is Gary Movellan. I touched on this a little bit with the park rangers. As far as global perspectives of the outdoor recreation education field, I know America where it's coming from with all of its certifications and all the requirements necessary, is that a plus or minus if you leave the country to pursue things?

MS. STONE: Are you asking if certifications are a plus or minus?

MR. MOVELLAN: Just overall in the field, globally--not just Wyoming, Colorado--traveling to Argentina, etc.

MS. STONE: Well, just from my perspective, I think the more experience--not only in within the United States, but outside--is the better. It makes you even more of an attractive possible employee to your employer. Any kind of experience, whether it be rock climbing on local crags, or climbing in Nepal, or whatever is a plus and can only add to your attractiveness when you apply.

MR. FERGUSON: I think the phenomenon of outdoor education and outdoor recreation is very much a western experience these days. Countries like the developing parts of the world in Nepal, and the Himalaya, South America, and in Africa, the locals there have got a whole other set of concerns in putting daily bread on the table. That doesn't make it the logical step for them to entertain outdoor recreation as either a valuable experience for their lives or something that they would aspire to. There's quite a bit of feeling among the groups that are working in foreign countries that they have a debt to those Third World or developing nation host countries and peoples. There's quite a bit of an attempt to develop an ethic for them within the constraints of their own political and life situation. I see various things like the exchange programs developing to teach rescue techniques or to teach minimum impact camping skills in Africa among people that are working for NOLS, for example, in Kenya. It's hard to say how successful to be able to develop that further if we'll spread the, I don't know, the gospel around the world, but it's real exciting.

MR. MOVELLAN: Thanks. So there is pretty much a global ethic being developed, as you said, towards debt, towards the host, country and all that?

MR. FERGUSON: Yeah, I think so.

MR. MOVELLAN: And that's prevalent in people's minds in this field?

MR. FERGUSON: Yeah, and for further information about that, keep your eyes peeled on some of the international conferences that are happening whether it's the white wilderness, that

European Messner especially has been promoting, or more on a localized program level where you can go and share what you know.

MR. MOVELLAN: Great, thank you.

MR. COLE: Other questions?

MR. DVORAK: I don't know if this can be answered. I would address it to the guy from National Parks. It seems like more and more programs are requiring advanced first aid, and yet advanced first aid seems to be one of the things that is going by the wayside. Is National Parks or any other sort of government regulatory agency that might require that looking at either instituting a program to take its place or trying to put something in its place that would offset that since that's no longer available in so many places?

MR. DETTERLINE: What we try to do, is we always try to look for the people that have the highest medical certificates, and generally, that won't be advanced first aid. Parks have a rather limited budget, and they don't really put on much in the way of first aid training, except the people that have already gotten in the door, then, you get further training, and that training can be really good stuff. There's a park medic program which is equivalent to EMT intermediate level, which means, you can stick people with needles, put these tight trousers on them, and do them up, and nice things like this, but as far as advanced first aid, they don't generally deal with that level. One thing that the Park Service has been really pushing for is the national registry for the emergency medical technicians, and that's still in the process. It seems to get bogged down with the state-by-state things, so when you move from one park to the next, sometimes, you have a problem in that you have to recertify with the regulations from that state if you're an EMT. For advanced first aid, if you have a choice to take either advanced first aid or first responder--and somebody correct me if I'm wrong on this--advanced first aid is some hours, and first responder is some hours of contact. The first responder is almost the same thing as EMT without a lot of the inherent responsibilities the additional hard knocks that they seem to put the EMT program through. I would recommend that people go for that first responder course instead of the advanced first aid, anyway.

MR. FERGUSON: On the national level, the emergency medical services are probably moving towards the creation of a wilderness advanced first aid or a wilderness first responder program that will have widespread recognition and application for our field.

MR. COLE: Yes, in the back.

MR. KUNCL: I think I might be able to help that. My name is Erny Kuncl. Actually, the problem that Jim outlined with the Park Services is a very important problem. The National Registry of EMTs is an organization out of Columbus, Ohio that simply is the acknowledgment of your already existing EMT status within a state. It has no jurisdictional authority, and currently, there is another group under Peter Goth, out of Maine, which is a wilderness addendum. In other words, if you're a first aider, you can take his course to become a wilderness first aider; if you're an EMT, a wilderness EMT; if you're a doctor, MD wilderness, these things have no real credential authority, although, that organization is out of NASR (National Association of Search and Rescue) and that has some acceptable authority within the land management agencies that hire people. I think that what we really need is something under the Department of Transportation that would be like a wilderness first aid or certification that would be interchangeable from state to state. At the present time, the NASR wilderness first aid--and I use first aid as a generic term to include all levels of competency--is probably becoming the closest to that sort of a credential; I think that's what the future holds for it. Jim, to answer your question, on first aid versus wilderness responder or first responder, it's the reversal that's true. Usually first aid, it's approximately almost 50 hours; the wilderness or the first responder course is about a 41 hour course as is dictated by the State of Colorado. The nice thing about first responder is it is very, very malleable. It could be bruised to fit your needs. In other words, if you wanted to be a whitewater first responder, or a mountaineering first responder, or a McDonald's first responder you could make it fit that thing, whereas first aid is cast in concrete--yes, you must use your left hand to deliver the head of the baby, and so forth, and so on. So, first responder is probably the best credential; however, as the Park Service recognizes--and I was with them, in fact, as a Longs Peak Ranger, from '63, to '64, 5, something like that--the EMT level is maybe a little overworked, simply because it's designed for people who work out of the ambulances and deliver babies; neither of those things happen very much up on the eastern face, but it is a credential that has a little more malleability and it may be able to fit our specific needs. Thank you.

MR. COLE: Thanks for providing that information. Do we have any other Longs Peak Rangers in here? Other questions?

MS. WIIK-LINDGREN: Both this panel and the last panel, the emphasis has been primarily on the potential employee. What about from the employer's end? We, the employer, are hiring the seasonal employees. Do we have common problems?

MR. DETTERLINE: I think we both have common problems. I have been on both ends. I actually do the hiring for the climbing rangers. We just take that to my boss, and he says fine. I'm looking for certain skills, and you're trying to provide those certain skills. A lot of the problems in assessing a person is in the application itself--it's called a 10-139. That's a seasonal application, and I would recommend before you even try to get on the register for a permit, try to see what it's like being a seasonal first so you get some experience.

MS. WIIK-LINDGREN: We are the employer hiring this employee. Do we all have a common problem dealing with, for example, appearance, short-term employment, wages? How do we get good qualified staff when we have these limits?

MR. COLE: I will throw in an answer. I think that we have a responsibility to make working in the field a viable option for people--we have to. How else are we going to retain people? How else are we going to have those people with eight, ten years of experience in the field working for us? And they're so valuable, not only with what they can offer to the individual courses they're working on, but the training they offer for the newer instructors working with them. I guess I'm not ready to accept the fact that the only positions that will be available for people are moving into administrative positions. I don't think that's the end. I think we have to make the field position a viable option for people, and it might not be. Maybe it has to be some combination of field work and work in town because I think after a person has done 254 weeks in the field, 30 weeks in the field, for many years in a row, they're looking for a little more stability and they want to be home some more. I think we have to creatively look for those possibilities.

MS. WIIK-LINDGREN: I have something to add. I'm a seasonal employee, or I was until I decided that I couldn't live three months out of the year doing something and then realizing I had no job after the summer was ended, so I would have to find something else during the winter. There was nothing creative for me in that seasonal employment that would allow me that time, that period of time, where I could have some kind of an employment so I could make sure that I could come back the next year, and I would know that they would want me to come back, and I would like to come back. Having that instability of just that seasonal employment has caused me to say, "I can't do this, I'm going to have to go out and work for a medical company where I get benefits and full-time employment." So there, I lose and they lose: They lose a potential professional; I don't get to do what I like to do in the wilderness. I think something needs to close that gap of the seasons.

MR. DETTERLINE: Some of our strongest returning seasonals are teachers, so they normally have the summer off. They fit into the seasonal schedule, but, unfortunately, a lot of the positions that are more in the backcountry require you to be there when you're just barely starting your exams. Then a lot of them require you to stay there throughout the month of September because that's one of the heaviest months for fire fighting, yet you're supposed to be in school. When I was working seasonally, I had double contracts. I had a commitment to Memphis State, where I was supposed to teach the month of September, and I committed to Rocky Mountain because I was a seasonal supervisor. Another climbing ranger and I had to be there until the last person left at the end of the month. I ended up commuting between Memphis and Rocky Mountain, which is about 21 and a half hours one way. I blew out about two transmissions. It was really hard, but I did it in order to do that; it's unfortunate, you know, that you can't really find an end in sight a lot of times. But there are some permanent jobs out there. You have to start searching the registers and visit with the personnel directors that are in those parks--they can help you along that avenue because it's a very tedious process and confusing, but those people are experienced in dealing with that.

MR. FERGUSON: I think one thing that you will see closing the gap between availability of a job through the year, which allows benefits to both employer and employee, is that there's increasing popularity of outdoor recreation and outdoor pursuits. You can work into the global, the world playground, for any season that's appropriate for a given activity; you will have to go someplace else in the world, but it's there. I see more and more availability all year round for work for seasonal people.

MR. COLE: We've got time maybe for one more question. Yes, Mike.

MR. MONIZ: I have a question for the panelist. I think, in outdoor recreation, the better term rather than seasonal is temporary because it's not really seasonally-oriented--it could be like course-oriented. What do you see, what's your ideal arrangement in outdoor education as a field staff person where we keep you there, and what would the type of work relationship in a realistic setting be?

MR. FERGUSON: We keep you there as a temporary worker or--

MR. MONIZ: No, addressing the issue being field staff person, what are you looking for in security?

MR. FERGUSON: Being able to work 28 to 36 weeks a year in the field; being paid a salary that's commensurate with other kind of full-time work in the broader market scale of America; being paid a salary that's commensurate with other possibilities; having recognition of my work as a professional. At that point, I basically defined it as being a professional, not a temporary worker, but that's what keeps me in the field, is the recognition and the salary, and the fact that the work is available.

MS. STONE: I think it's a two-sided question, Mike, with a lot of people saying, "I need consistent work," but then a lot of organizations are dealing with the burn-out syndrome--instructors who are not giving a professional service when they may truly be professionals because of the amount of work that they are doing. For me, it would have to be a consistent amount of work given, so that you have some work, and you have some time off. You have some work in consistent chunks where you have the recuperation time, and then to go out and be a professional in the field. One thing that we didn't touch on here, is when you are in the field, you're there--you have left your life behind. This is your life and it takes a lot of energy to do that. It is a requirement, I think, in order to have a healthy staff, that they have recuperation time from that. So for me, it's consistency of work, but also in consistent blocks where you have a window which you can call yours.

MR. DETTERLINE: I definitely have to agree with Kelli, as far as the consistency aspect. Different people require different things out of their jobs, and for some people, that means having a year-round permanent job. Park Service, a lot of people like to have them near a town that has schools for their children and things like this with benefits. For other people, it might be a summer seasonal at the Grand Tetons, and then doing a winter seasonal with the Everglades; they have a regular circuit that they do year-round with two different seasonal jobs. But it's finding that consistency that's difficult in terms of housing and moving all your stuff all around, and things like that. I think that's the most important thing, if you're consistent, then you can feel like you have a sense of stability.

MR. COLE: I'm going to have to close up now. I would like to thank our panel members. I would like to thank you folks for your participation and also remind you that the discussions don't have to end in this room. We have a lot of informal time, and there are also the working sessions tomorrow afternoon.

CAN I AFFORD TO BE WITHOUT COVERAGE?

By

Richard Lindquist, Manager
Assistant Vice President
Alexander & Alexander/PBA INC.
4000 Olson Memorial Highway
Minneapolis, MN

About the author: Richard Lindquist grew up in Bloomington, Minnesota, and graduated from the University of Minnesota in 1970 with a major in economics and minor in business administration. He served in the United States Army Reserve as a medical corpsman from 1970 to 1976. He worked for Blue Cross and Blue Shield from 1970 to 1983 where he was involved in the development of a subsidiary, Independent Practice Association Health Maintenance Organization (HMO). He worked for a developing Preferred Provider Organization (PPO) from 1983 to 1984. Richard joined Alexander & Alexander in 1984 and worked with the Property Casualty Marine Division to develop employee benefit programs for national franchise organizations. Currently he is the manager of the Employer Business Unit and an Assistant Vice President with Paul Burke & Associates Inc. which is a third-party administrator (TPA) and the mass-marketing arm of Alexander & Alexander located in Minneapolis, Minnesota.

Abstract: This paper speaks to seasonal employees about why they should seek insurance from their employers or related associations and to employers about what insurance products are available without a lot of paperwork. Addressed are the primary insurance products (life, major medical, and disability), where to find the right products, how to determine what's right for you, and issues facing the insurance industry today.

The primary insurance products you will want to focus on are: life, major medical, and disability insurance. For the sake of cost and the somewhat temporary nature of the need, we recommend term life insurance or accidental death insurance rather than whole life. If you want to use life insurance as an investment tool, there are also some very good universal life products available in today's marketplace. Major medical insurance can take two forms: comprehensive major medical that often requires underwriting, and short-term medical coverage that excludes any pre-existing medical conditions, but would protect you from catastrophic expenses for a limited period of time up to a year. You also have two choices in disability insurance: long-term, which doesn't start paying you until six months of disability pass, and short-term, which starts paying after a short period--sometimes as brief as five days, but pays only for a limited time--generally until long-term would start. For people as active as you all are, disability insurance should be one of your first choices.

Good sources for these products aren't hard to find. For a seasonal employees, the first place to look is to the employer. If the employer doesn't offer insurance, there is the choice of going to an independent agent, which could be expensive, or contacting one of many associations. Most membership organizations realize the importance of making high quality, simple insurance products available to their members. Shop around--the range of cost for seemingly identical coverage can be quite different. This can be explained by the rating of the company, how the agent or broker is being compensated, and the area in which you live, among other reasons.

Employers have equally as many choices. A local agent may be able to shop the insurance company market, but you may have even better luck through your associations. We work with many affinity and franchise organizations to obtain competitive rates on their behalf and handle all the administrative paperwork. Our offices maintain customer service, claims, and billing departments that take the nuisance out of insurance. Most associations work with organizations like ours to make sure the insurance programs they offer their members are professionally administered.

Insurance companies are willing to give association/franchise groups a better deal because they are pooling the premiums of many together to offset the claims of a few. This can potentially insulate you from the impact of high rate increases.

Before you begin your search, think about your insurance needs. As I said before, disability insurance should be one of your first considerations. According to the commissioner's group disability table, you and I have a one-in-five chance of sustaining a disability lasting six or more months.

When I was with the Ski Patrol and the Coast Guard Auxiliary, I saw enough accidents first hand that I knew were going to be long, if not permanent disabilities, that no one has ever needed to convince me of the need for disability income insurance. Typically, this insurance is inexpensive and available through your employer or association. Think through your resources--How long could you support yourself if you became disabled?--before deciding if short- or long-term is right, or both.

Life insurance is a product which is familiar to most people. While there is definitely no right answer to how much you need, five times annual salary is a good rule of thumb. If you have a large debt load or children, your life insurance needs are going to be understandably different than a single person with few debts. But even if you think you don't have any outstanding debts, don't forget, if you died in an accident or fell victim to a fatal disease, you might leave behind medical bills and funeral expenses for your family to cover. If you are a seasonal employee, you may want to consider accidental death insurance. This kind of insurance wouldn't pay any death benefit if you died of a disease, but it does pay in the event of an accident. It is also far less expensive than term life. A typical accidental death plan might cost as little as $72/year for $150,000 of insurance. Term life in that amount would cost more like $175 for a 30 year old. Using life insurance as an investment tends to be a little expensive, but everyone needs a good investment plan for retirement. Universal life can help protect you now and make your retirement more comfortable.

Medical insurance is probably the most difficult insurance product to obtain and afford. Employers often consider it a necessary evil--difficult to administer and very costly. Cost is determined by many factors: the age and health of the employee, where you are located, the deductible, and co-insurance limit you are going to ask your employees to bear. There is no doubt about its impact on the bottom line of a company. That's why it is so important to shop around, know your limits, and stick to it.

As an employee, you need to think carefully about how much expense you can handle. An occasional trip to the doctor for a cut or a sprain may not make a deep dent in your summer earnings, but if you should take a bad fall and need to be hospitalized, your whole summer paycheck could go to pay the bills. You can save substantially on your costs if you can handle a higher deductible, e.g., a $500 deductible is less expensive than a $100 deductible. You might save even more by choosing short-term medical coverage, which I referenced earlier. Just be cautious that temporary coverage is just that, temporary, and often quite limited.

There are a number of factors influencing the U.S. insurance marketplace right now. Not the least of which is a general consumer wariness about the strength and stability of insurance companies. With the failure of a major carrier in California this summer, and the instability of others, you will be wise to investigate not only the broker, association, or agent through which you purchase your insurance, but the insurance companies they recommend as well. Look for a high rating (a or A+) from the independent rating services. Although, that is not the only sign that a company is going to be around when you file a claim. Dealing with large national brokers or agencies will help assure that you are covered by quality insurance companies and plans.

I've focused my comments today on the three major insurance products which I felt were of paramount concern to the employers and employees in my audience, but there are other coverages that should not be ignored. If you are a professional, you definitely need insurance protection on your life, your health, your livelihood in the case of a disability; you may also need to consider professional liability insurance (one of your ski students does everything you asked her to do and breaks a leg as a result), special risk property casualty insurance for unique supplies required to do your job, and other products specific to your industry.

This is another instance where a professional association may be able to help. We have been instrumental in designing customized insurance products for some of our unique association clients--the kind of insurance their members would not have found elsewhere.

We've talked about the kinds of insurance, where to find them, questions to ask yourself about your personal needs and financial situation, and what to look for in an insurance company. If I could leave you with one point, I simply challenge you to ask tough questions. Ask for credentials, for complete information, and for help making the right decision.

EMPLOYEE BENEFITS FOR THE SEASONALLY EMPLOYED

By

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About the author: Karen Braddock-Harrison is a native Coloradan, raised in Durango. She attended Fort Lewis College in Durango. She began in the insurance business in 1976. With life, health, and disability insurance as her specialty, she opened her own office in Durango in 1986. Karen moved to Denver in 1987 to join the Harrison agency and to establish an independent brokerage agency. She is married to Doug Harrison, a Prudential representative, and has two daughters. Karen is active in the Colorado association of Life Underwriters and the Colorado Association of Health Underwriters.

Abstract: This article addresses the difficult challenges owners of seasonal businesses face when searching for employee benefits. Several options are explored, including group health insurance types such as health maintenance organizations, preferred provider organizations, and traditional policies. The best ways of shopping for health insurance are discussed as well as what information is needed to do intelligent shopping. Other areas examined are short-term insurance, individual policies, and association policies.

Many occupations in the Rocky Mountain area present some very difficult challenges to business owners. It is as difficult to find liability insurance for a dude ranch or a whitewater rafting business as it is to find employee benefits for your loyal employees. Some of the problems are directly connected to the seasonal nature of the business and some come as a result of changes in the insurance business.

Many of our businesses are considered seasonal, as defined by insurance companies, and are not eligible for traditional group insurance. Many groups, even though they seem very stable, present large claims and administrative overload. Counties, school districts, cities, hospitals, even doctors and attorneys have trouble finding group insurance.

Most group insurance companies require a business to be *actively* in business at least eight months of the year. They also look at the numbers of hours an employee works per week and per year; they want full-time, year-round employees. The reasons for these limitations are many but probably the biggest is that many people tend to have surgical/medical procedures done during their time off. If you have a considerable amount of time off, you can get a lot of medical work done, maybe even some that is not necessary. I do not believe that most employees would do this; most people use their medical insurance in a very honest manner. But there are abusers who cause rates to go up and underwriting practices to be restrictive.

Group health insurance is a wonderful way of showing your employees how valuable they are to your business. It can be a very good way of passing additional benefits to employees without paying additional taxes as you would with salary. There are many types of policies available. Group insurance is now available in traditional forms (indemnity insurance--deductible, then 80/20--being the most common) and in the form of managed care which includes HMOs and PPOs.

HMOs are health maintenance organizations, such as Kaiser Permanente and Rocky Mountain HMO, that charge a monthly membership fee (premium) in exchange for all medical services provided at one of their own facilities. If a member goes to a non-network provider there may be limited or no coverage.

PPO, preferred provider organization, is a mix of the HMO and the traditional insurance concept. Listed providers, under contracted to the insurance company, offer services at a lower cost to the insured by using a co-pay of usually less than $20.00 for services provided in the doctor's office. The deductible applies when the insured uses providers not on the list.

As the cost of health insurance is substantial, a careful look at how your employees use their health insurance becomes very important in selecting a plan. Many rural areas do not have PPO or HMO policies available. A traditional plan with a lower deductible and supplemental accident coverage (provides first-dollar accident benefits to a stated amount and usually waives the deductible for injury due to an accident) may be a better choice for people who do not use a doctor's services very often.

Everyone shops more wisely when paying out of his/her own pocket and the same is true when employers shop for health insurance. Also, when an employee contributes through payroll deduction a portion of the cost of the insurance, he/she is more aware of the rising costs of insurance; when an employee does not pay a portion, the *ostrich syndrome* sometimes takes over and he/she doesn't use the benefit wisely.

Finding coverage for the seasonal business may be difficult, but it is not impossible. First, work with one to two agents at the most and use them as consultants. The more agents you work with, the more you must become the insurance professional. By using only one or two agents you can ask them to do the shopping for you. Choose professionals that specialize in employees' benefits or related fields. The insurance business is getting as complicated as the medical field or law; you wouldn't want your dentist to do brain surgery.

Make a list of goals you want to accomplish with insurance. Do you want doctors' office fees paid? Prescription drugs, chiropractic benefits, psychological care, and/or chemical dependency covered? Dental and vision benefits, life insurance, disability benefits included?

The Colorado Supreme Court has mandated that maternity benefits must be included if an employer offers group insurance to employees (group insurance is defined as any policy with which the employer has monetary connections, such as payroll deduction, or for which the employer pays all or part of the premium, and can include individual plans as well). Maternity benefits can be self-funded (employers pay from cash flow) or they can be included as part of the insurance policy. As the average cost of a maternity claim is approximately $5,000, many employers find it more cost effective to insure maternity. Some insurance carriers will not offer maternity coverage to a group of less than five employees.

Average monthly cost of an indemnity health insurance policy with a $250.00 deductible, 80% to $5,000, with no other special coverage but including maternity, is approximately $125.00 to $150.00 for an unmarried employee and $350.00 to $500.00 for a family. The average cost of a PPO plan is slightly higher due to first-dollar benefits of the co-pay in the doctor's office. HMO coverage is usually less than PPO, but a little more than indemnity coverage. Adding dental coverage that has a $1,000 annual maximum per insured with a $50.00 deductible paying 100% for preventative, 80% for minor service, and 50% for major services, is about $25.00 per unmarried person and $50.00 per family. Disability coverage cost depends on the occupations of the insured. Life insurance is usually low-cost term insurance and is based on the ages of people insured.

To present your group in the best light to the insurance company, have a complete list of all employees' names, showing dates of birth, names and dates of birth of all dependents, smoking versus nonsmoking, medical conditions (e.g., pregnancies), daily medications, previous serious medical history, and disabilities. Give any information you have regarding your current insurance plan and tell the prospective insurance company the reason you are shopping. If it is because of poor service or because of a cash flow problem, explain it. Many companies will not quote when a group has subscribed to more than three insurance companies within five years, but if there are extenuating circumstances, many companies will reconsider.

Review your list of prioritized goals with your agent. Give your agent two or three options you would consider and an idea of your budgetary constraints. This process will be slow; it may take an agent up to a month to complete the shopping, to review and eliminate carriers, and to present the finalists to you. Average underwriting time will be approximately 30-45 days.

When group insurance is not a choice for your business, you can consider two alternatives for your employees: short-term insurance and individual policies. Both types of coverage have benefits, but also have problems.

Short-term insurance provides coverage immediate for new accidents and illnesses but no coverage for pre-existing conditions (conditions for which someone has received treatment, taken medication, or consulted a doctor). The policies usually provide coverage for a minimum of 30 days but some go to 180 days. The insured must pay the entire premium for the policy period chosen. When the policy ends, the policy can be rewritten but coverage may not be concurrent with the previous policy.

Individual policies offer good overall benefits for medical expenses. The employer in Colorado must be aware of the maternity law; individual policies usually offer limited maternity benefits. The biggest difference between individual and group insurance are the additional coverages carried by group plans, such as life insurance, disability, and dental, but these coverages can be purchased individually. I usually suggest to an employer considering this option to deduct the premiums from paychecks rather than to pay the premiums through the business. This eliminates the need for maternity coverage unless the employee chooses it. If an employer wishes to offer individual policies and to incorporate a cafeteria plan, the employer must purchase all individual policies from one company (and billed on one bill) to meet IRS requirements.

Incorporating a Section 125 plan (cafeteria plan) allows employees to choose their insurance benefits as a pre-tax item. This prevents both the individual and the business from paying payroll taxes. In addition to the insurance premiums, day-care expenses, medical reimbursement, etc. are eligible for reimbursement through a cafeteria plan. Review this option with your agent or CPA.

The last option available to a business is association policies. These are usually group plans through trade associations. The plans usually offer indemnity policies with several deductible options. The premiums for these plans can be very low to begin with, but can increase rapidly depending on claims submitted by the association. Sometimes association policies will change insurance companies. If a change occurs there may be a loss of coverage or an increase in rates. Many times each application is required to be underwritten. There could be increased rates, riders, exclusions of coverage for conditions, or exclusions for individual family members.

Generally, association policies have average levels of benefits at a slightly lower cost compared to the previously mentioned options. The rates are usually guaranteed for a year. The plans may also require membership in the association. Many associations offer insurance as a benefit for their members or charge a fee to members.

The options for businesses with seasonal employees are regular group insurance, individual policies, a Section 125 (cafeteria) plan, and association policies. Your employees are special people with special needs. Any one or a combination of these programs may work to provide employee benefits at a level you and your employees can appreciate.

In conclusion, the owner of a seasonal business may have slightly more difficulty in finding group insurance, but will not find it impossible. Just as the business you have chosen is unique, your employee benefit package also may need to be unique.

LIABILITY FOR VISITOR INJURIES ON PARK LANDS: REVISITING THE BIG BAD WOLF

By

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About the author: Janna S. Rankin is an Associate Professor in the Recreation, Parks, and Tourism Department at San Diego State University. She also teaches environmental law at Western State College of Law in San Diego. Her Bachelor's and Master's degrees are in park and recreation administration, and she worked in the profession in California and New Jersey prior to entering the teaching field. Janna's doctorate is in Law, and her principle areas of interest have been in the legal aspects of parks and recreation. She has served as a consultant and lecturer for the National Park Service, the U.S. Forest Service, and several other federal and state agencies.

Abstract: Fear of liability has become a powerful force in our profession. Management cites the possibility of litigation as a significant factor in making even trivial decisions. This article suggests that this is a misconception and that adherence to professional standards coupled with developments in case law serve to protect the recreation service providers from unwarranted lawsuits.

Over the past 25 years there has been an increasing awareness and an elevated concern about the expansion of tort liability. Prior to 1946 and the passage of the Federal Tort Claims Act the doctrine of sovereign immunity protected the federal government from lawsuits. Virtually every state had similar restrictions denying the public claims based on negligence. In a response to the inconvenience caused by private bills and the fundamental unfairness of governmental agencies not having to respond when their employees were negligent, Congress and the various state legislatures passed laws which allowed the public access to the judicial system. The Federal Tort Claims Act says, "The United States shall be liable...in the same manner and to the same extent as a private individual under like circumstances...."[1]

Today, the federal government employs more than five million people, operates more than half a million vehicles, and responds to more than 1,500 lawsuits per year. Motor vehicle accidents comprise over 50 percent of this litigation under the act; the remainder of the claims cover virtually the entire field of torts but relatively few originate from recreation accidents. This is remarkable when, as Connie Kurtz has pointed out that our society works hard at protecting the health and safety of individuals in the work place and at home, but "...in park and recreation environments the same cocooned person is encouraged to partake in activities that have high risk elements. In many parks, the attraction is the risk."[2]

Fear of liability has been cited as a major concern for park managers in acquisition and development of recreation areas. Specifically, one writer suggests that old playgrounds have had to be rehabilitated, that equipment selection is "a very scrutinizing process for today's managers," that there is a "much greater tendency to build a facility which is safe and accessible," and that there is an increased tendency to build passive, *self-use* trails rather than active, high-intensity use areas.[3] Frankly, this all sounds good to me!

The tenor of Sterkel's article is that fear of liability has changed the way managers do business. He suggests that trends in funding have followed this apprehension and he cites the demise of new construction for seven different types of outdoor facilities. These include: (a) shuffle board courts, (b) horseshoe courts, (c) picnicking pavilions, (d) outdoor handball courts, (e) new conventional swimming pools, (f) flooded ice-skating facilities, and (g) shooting sports facilities.[4] Am I the only person who thinks the demand for shuffle board courts might be down? that our field might quite properly be responding to market pressures rather than the liability strawman which we have created? that the construction of multiple use flooded ice-skating courts has not proved satisfactory for either court use or ice-skating? that the public has been reluctant to purchase the revenue bonds necessary to construct expensive conventional swimming pools?

Similarly, my colleagues at San Diego State have written extensively during the past few years bemoaning the demise of the *wilderness attitude* in which the park visitor assumes personal responsibility for her or his leisure activities. The opportunity to be a risk-taker has, presumably, been usurped by agencies' legal responsibility to protect the public from lurking liability. McAvoy and Dustin write:

> A preoccupation with safety and risk management is stifling....Those park and recreation professionals who are committed to the provision of a system of safe...recreation opportunities...are impeding the growth of the human spirit....[and] are doing a disservice to humanity.[5]

Hogwash!

This scoundrel, liability, seems to have taken on a life of its own. Like the children's stories of the Big Bad Wolf (which, incidentally, turned generations against the current wolf reintroduction proposals), the stories of agencies who need protection against the depredations of plaintiffs' lawyers and the liability beast may be greatly exaggerated. Like Little Red Riding Hood, this creation is almost devoid of reality. In fact, when we survey the cases which go to trial the defendant agency wins most of the time. There are four fundamental reasons for these victories.

First, there has been a positive development in the aggressive risk-management practices of park personnel. Attendance is up at the National Recreation and Park Association (NRPA) safety schools and continuing education programs. Fewer children are having their fingers severed by merry-go-rounds, fewer visitors are falling from constructed viewing platforms when the rotten rail gives away, more mobility-impaired visitors are able to gain access to trails. Do these developments really impede "the growth of the human spirit"? Does the installation of cushioning material under a slide really change the "essence of the recreation experience"? Or does it merely insure that the six year old can come back to the playground the next day with his skull intact? Does a regular system of trail maintenance really lead directly into an Orwellian society (as McAvoy and Dustin suggest) or does it merely insure that broken bridge boards are replaced? My colleagues suggest that there is a substantial loss in the spectrum of recreation opportunities provided as a result of the emphasis on risk management. They cite the demise of trampolines and mechanical bucking bulls. Come on guys, can you keep a straight face as you write that? If anything, this increased attention to risk management has freed money which would otherwise have gone to pay legitimate negligence claims to be used to increase recreation opportunities.

Second, there has been an increase in the state statutory defenses available to leisure service agencies. I have previously written extensively about these statutes and, since they vary from state to state, shall treat them quickly here.[6] In general there are three sources of statutory protection: (a) the discretionary function exception to the state and federal tort claims acts, (b) recreational use statutes, and (c) specific state immunity statutes.

The discretionary function exception to tort claims acts serves to prevent the very kind of preoccupation with safety which some authors suggest pervades our field. The courts do not want to be in the business of second guessing administrators on policy issues and therefore give the governmental agency insulation from liability when a lawsuit results from a questionable design or policy.

Recreational use statutes are designed to encourage private landowners to open their property for public recreation use without fear of liability. They generally provide that when landowners allow someone to use their property for recreation purposes they owe no duty to keep the property safe or to warn of dangerous conditions. The statutes apply to most public agencies and non-profit partnerships, but are not designed to provide protection to commercial recreation providers since they do not apply if a fee has been charged for the recreational use.

Many recreation activities have been exempted from liability by specific state immunity statutes. In California, for example, the law states that

> neither a public entity nor a public employee is liable for an injury caused by a natural condition of any unimproved public property, including but not limited to any natural condition of any lake, stream, bay, river or beach.[7]

Other individual state statutes exempt providers of certain kinds of recreation activities. Maine, for example has immunity statutes protecting outfitters and guides[8] and commercial whitewater rafting.[9] Illinois grants immunity for providers of hazardous recreational activity,[10] and virtually every state with downhill skiing has some form of immunity for the ski area operator.[11]

Third, there have been a number of instances in which the courts have dismissed the case or have granted the defendant a summary judgment based on a waiver signed by the plaintiff prior to engaging in the activity. Waivers constitute contractual agreements and when recreational-activity releases are entered into voluntarily by adults, when they give notice of the effect of signing the agreement, and when the language is clear and explicit the courts will generally uphold their validity. A recent California whitewater rafting case, Saenz v. Whitewater Voyages, Inc.,[12] upheld the following release:

> I am aware that certain risks and dangers may occur on any river trip with Whitewater....These risks include, but are not limited to, hazards of and injury to person and property while traveling in rafts on the river, accident or illness in remote places without medical facilities, the forces of nature....

> I hereby assume all of the above risks and, except in the case of gross negligence, will hold Whitewater...harmless from any and all liability....[13]

Finally, there is currently an energetic debate among legal scholars about the extent of the defense afforded by plaintiffs who assume the risk associated with their activity and the relationship of this defense to the defense of contributory negligence. Historically, each of these defenses acted as a complete bar to plaintiff's recovery. While the result was the same, there was a subtle difference between the two defenses. Under the common law contributory negligence rule, if the plaintiff did anything which contributed to his/her injury he or she could not recover. This led to harsh and unfair results and was subject to substantial erosion by courts and, ultimately, to statutory alteration by legislatures. Today, almost all states have some form of comparative negligence which serves to apportion the degree of fault between the plaintiff and defendant, and which replaced contributory negligence.

The defense of assumption of risk requires more than ordinary careless or negligent behavior on the part of the plaintiff. To trigger assumption of risk, the plaintiff must have actual knowledge of the particular risk, appreciate its magnitude, and voluntarily choose to enter or remain within the area of the risk. Attorneys for defendants (and, increasingly, judges) say that basic fairness requires that individuals be held accountable for risks they knowingly and voluntarily assume and that unlike comparative fault, one who voluntarily assumes a risk should be completely barred from recovery.

One of the cases which has reactivated this debate received a great deal of media attention a couple of years ago. You may remember the case of anti-war activist Brian Wilson who obtained a $920,000 settlement from the government after he lost both legs when struck by a munitions train while sitting on the railroad tracks at Concord Naval Station. In a discussion about this case Judge Alex Kozinski of the U.S. 9th Circuit Court of Appeals criticized the legal system for "effectively subsidizing irresponsible and self-destructive behavior."[14] The California Supreme Court will settle the issue when they decide a recreational injury case involving a water skier who was seriously injured when he collided with an overhanging tree limb while skiing backward in a narrow channel in the Sacramento River delta.[15]

In conclusion, the fear of liability for providers of outdoor recreation experiences has always been exaggerated and unjustified by the very small number of successful lawsuits against them. Now that the doctrine of voluntary assumption of risk has been reinvigorated, the courts are paying greater heed to properly executed releases, and state legislatures are providing statutory immunity for ski areas, outfitters, guides, and volunteers, the time has come to lower the volume of liability concerns. If we provide challenging, well-managed and appropriately supervised recreation experiences, the risk of liability is minimal.

Notes

1. Federal Tort Claims Act, 28 U.S.C.A. §2674 et seq.

2. Kurtz, C. (1989). Introduction. *Trends, 26*(4).

3. Sterkel, M. (1989). The 'L' word. *Trends, 26*(4).

4. Id. at 10.

5. McAvoy, L. & Dustin, D. (1990). The danger in safe recreation. *Leisure Today, 61*(4). See also, Dustin, McAvoy & Beck. (1986). Promoting recreationist self-sufficiency. *Journal of Park and Recreation Administration, 4*(4), 43-52.

6. See Rankin, J.S. (1989). An analysis of the effectiveness of statutes protecting ski areas from liability for skier injuries. *The Journal of Recreation and Leisure, Southwest District, 9*(1); Rankin, J.S. (1989). Trends in liability for visitor injuries in public parks. *Trends, 26*(4); Rankin, J. (1990). The risk of risk--program liability for injuries in high adventure activities. *Journal of Physical Education, Recreation & Dance, 61*(4); and Frakt, A. & Rankin, J. (1982). *The law of parks, recreation resources, and leisure services.* Brighton Pub. Co.

7. Calif Govt Code § 831.2.

8. 12 Me Rev Stat Ann §7000 et seq.

9. 12 Me Rev Stat Ann § 7361 et seq.

10. Ill Ann Stat ch 85, § 3-109.

11. See, for example, Conn Gen Stat Ann §29-201 or Colo Rev Stat §33-44-101.

12. Saenz v. Whitewater Voyages, Inc., 276 Cal. Rptr. 672 (Ct. of Appeals 1990).

13. Id. For an additional discussion of the *Saenz* case see Frakt, A. and Rankin, J. (1991). Waivers revisited: A California court upholds a release from liability in an outdoor recreation case. *California Parks & Recreation, 47*(4).

14. Hager, P. (1991, July 8). Court to decide who pays for taking a risk. *Los Angeles Times.*

15. Ford v. Gouin (argued before Ca S Ct summer, 1991 - decision pending.

BENEFITS FOR THE SEASONALLY EMPLOYED
QUESTION AND ANSWER SESSION #1

From transcriptions

Moderator: Janna Rankin, JD, San Diego State University and Western State College of Law
Panelists: Rick Lindsey, Dick Lindquist

MS. RANKIN: Now you can have a question.

MR. TAYLOR: What you are talking about is above and beyond worker's compensation then?

MR. LINDSEY: Generally, worker's compensation, if your employer carries it, will cover you if you are on the job for an injury you sustained or a disability, yes. So the answer to your question is yes. These are coverages beyond worker's compensation.

MR. TAYLOR: Would you recommend your employer have a policy and worker's compensation?

MR. LINDSEY: Yes, definitely. Most employers do have work comp, a full work comp liability program, plus full employee benefit packages which includes life and hospitalization type of insurance.

MS. CLARK: I have been a seasonal employee for the Forest Service for years, and we don't have any government insurance for seasonals at this point. Do you know of any company that does do that? I hear it is in the works to provide that. Do you know anything about that?

MR. LINDSEY: Again, as I indicated in my talk, the associations that you belong to, in some cases, will have those types of coverages. I am not familiar with any organization that has a specific program designed for forest workers who are seasonally employed. We haven't done that kind of thing specifically for that group of people. You know, I guess there may be some products available out there in the marketplace that I am not aware of.

MR. CHAPMAN: I don't want to steal the thunder from the next panel, but there is going to be somebody from the next panel that has worked with an association in his field that can address that topic.

MS. RANKIN: What associations are represented here right now? What professional associations do you belong to? Anybody?

MR. ANDERSON: I am with the Forest Service.

MS. RANKIN: I meant professional organizations like the Association of National Park Rangers.

MR. McLAUGHLIN: Experiential Ed.

MS. LINDGREN: Cross-Country Ski Operator's Association.

MR. KUNCL: Professional Skiers, PSIA, Professional Ski Instructor's Association.

MR. FERGUSON: American Alpine Club.

MS. RANKIN: Where else do you send your dues? That's what I am asking.

MR. KUNCL: United States Ski Coach's Association. They have an insurance program available also.

MS. MITTEN: American Mountain Guide's Association.

MR. LINDSEY: I think any of these associations probably have existing plans available right now, but some associations, as I mentioned earlier, have been able to focus on the specific risk that may be unique to that association, and they work with agents/brokers to develop that unique coverage that covers it.

We work with the United States Diver's Association; we have a program that is called Diver's Alert Network which provides specific life and accident coverage for divers. It is a very beneficial program. I don't know if there are any divers in this group here, but that's just one example of something that we put together.

MS. RANKIN: The problem is when you walk into the local State Farm office in Driggs, Idaho, and say, "I want professional business pursuits liability insurance," they are not going to know how to package it, generally speaking. And so, to work through your association is the best way to get something back for your dues, and also to get a low-cost group plan.

MR. LINDSEY: We had an association program available nationwide. Employees or members compared that to what they could get elsewhere, from other options--another job they work at, or their spouse, on the family business, or Blue Cross/Blue Shield on an individual policy with a $1,000 deductible--where they found they could be added to the policy at a cheaper cost.

I know that a lot of guides in Utah take that route, and it is as cheap as you can get anywhere. I am not sure that, from our standpoint, it has been feasible that if you put a program together for the National Park Rangers Association that you would get enough participation in it that it would be viable. You might get participation, but the majority of them get it (insurance) elsewhere.

MR. ANDERSON: My name is Arden Anderson with the Bureau of Land Management. You mentioned earlier it would be a good idea for the individual guides to carry their own policies; I guess a part of that has to do with how much personal assets you have to protect. I have heard that litigation and lawsuit damages awarded often operate under the deep pockets theory: we are going to go after the people that have the most money. If you are a guide that lives out of his Volkswagen van and have no insurance policy for someone to chase after, you are not a very attractive target for litigation, and as a result, it might not be most productive way to spend your limited resources on liability insurance. Is that accurate?

MR. LINDSEY: That is fairly accurate. The problem you have is the attorneys don't stop at naming just the rich people. They are going to name everybody and leave their options open. Any lawsuit you receive lists John Does, 1-50. Those are people they don't know about yet that they might want to add later.

The cost of defense is really the devastation. The payments to claimants, if you look at the numbers, $1 million paid in claims, $900,000 of that is spent on defense, and $100,000 actually pays the claim. You have got a plaintiff's attorney and a defense attorney who are both very expensive.

I received, before I came here, a legal benefits plan which is like a health insurance plan, but instead of providing you health benefits, it provides you legal benefits for $7.95 a month. If you were to get sued, or whatever happened to you, divorce, it would just be included in this plan that you pay a monthly premium for. It is not a premium. In fact, they say, this is not insurance because there is no indemnification. An insurance policy has a duty to defend and a duty to indemnify. The duties are separate. A lot of times the company will say, "We don't have a duty to indemnify because we didn't cover this act," but they still have to defend it, which is how the attorneys create leverage to get a settlement.

MS. RANKIN: I have a question. How can we as outfitters influence our insurance carriers not to settle?

MR. LINDSEY: I think the only way you are going to be able to do that is with aggressive action. In the Seanz case, we had a serious claim. We want to support the insured member and let them know that we are there for them. The day after the death last year, the guide was getting married and was pretty devastated. How you go in and support is very important.

On the Seanz case, we had a meeting with all the guides--it was a three-day trip. They got to the last rapid; this gentleman was heavy and kind of out of shape, and they said, "Why don't you walk up to the van, it is right there, and just miss this last rapid?"

He said, "No way, man, I paid. I am going, let's go." And the boat didn't flip, he fell out and drowned. The rescue was quick. It was just the inevitable accident that is going to happen.

After sitting around talking to the guides, they start going back in their mind as to, "Maybe we shouldn't have let him go. Maybe we should have forced him to get out and walk to the van." Those types of things are natural thoughts in anybody's mind, but the plaintiff's attorney is going to love to hear that.

You can always go back in your mind. What I have always been taught in all recreational activities is self reliance. You have to look at the risks and decide whether you want to go. On all the trips that I have ever been on, some of the customers choose to walk some rapids, and the guides give them the choice.

That's a good scenario. I think that's why the Seanz case went the way it did because he was given the opportunity. It wasn't something where he wasn't aware of the risks. And that's what you really have to prove. There are two defenses: there is reasonable and implied assumption of the risk. The problem is proving that they knew that was a risk that they were taking. The other one is assumption of the risk--called an express form, release form.

Traditional insurance, in my opinion, will never be as aggressive as we need them to be. When they get a claim, and it is a death, and they have a $1 million policy that they can settle for $200,000 without any questions, any more risks, it is a done deal for $200,000; they are usually going to take that option. What that does is create a snowball problem for the recreational industry. That's where we need to take an active role in this and say, "You know, we can't afford traditional insurance partners that won't represent us."

If you look at your industry, every three years there is a new insurance company. There is not much staying power, and that's what you need to require from them. "Look, if you are our partner, you are going to do this because, down the road, you are going to benefit from it, too."

MR. ANDERSON: There was quite a bit of talk about the release forms, and you mentioned in several cases how the courts seemed to be upholding those or taking a more favorable view. Do you view that as a more efficient wording of release forms and more dealing with risk management on the parts of the companies or do you see a trend in the courts to try and back off from the perhaps severe position that they have often taken in liability litigation?

MS. RANKIN: I think both, or all three, actually. There are a whole number of factors that are working together right now to swing the pendulum back toward asking our clients to assume responsibility for themselves. One is a more carefully worded release form.

When I started in this field, we used release forms that were boilerplate language that said, "I hereby indemnify and hold harmless...," and had a whole mishmash of legal language that made no sense to the clients. We required everyone to sign it, just as a matter of course. Well, the courts threw those out in saying this isn't a true assumption of risk because they didn't know, and, therefore, assumed the risk that was going on here. I think that we are getting a whole lot more professional in how we do things, and the very best defense is to be able to go in and say, "We didn't do anything incorrectly. We are really sorry that this happened, but it wasn't our fault."

In California right now, for example, there is a case involving a waterskier who hit a submerged stump which is probably going to put assumption of risk back into a really strong position. It was argued before the California Supreme Court this summer simply saying that anybody who is involved in a high-risk recreation activity, high-adventure recreation activity, has assumed the risks associated with that activity and cannot then be heard to complain. If you want to throw in some Latin, *volenti non fit injuria*. You can't complain about something you haven't volunteered for when you knew the entry.

MR. LINDSEY: If I can maybe add to that. I believe that to be a major problem; I don't see the pendulum swinging that much. I think, number one, the courts recognize that the legal system is expanding. With the advertising and everything that they are able to do now to promote legal services, there is going to be a lot more legal action. It is just like selling a product. If you don't promote it, you aren't going to sell some. If you promote it, you are probably going to sell more.

The other factor is that most cases aren't defended. A lot of cases that probably would have been won before the Seanz case weren't defended because attorneys told them, "You won't win." Our attorney on the Seanz case told us we wouldn't win. The release form didn't mention death, and that's what the plaintiff's attorney was hanging their hat on, "You didn't tell us we could die."

There was a recent case in Alaska where it was thrown out because the release form didn't mention death. If you look at the case in Alaska, there were a lot of other reasons it was thrown out, not just the release didn't mention death.

On the Seanz case our attorneys tell me, "It was just the release form. It didn't matter whether they did something wrong or not, they ruled just on the release form." That was the bottom line of the motion for summary judgment, but in the Court's opinion (it is a four-page opinion about the trip) the explanations, the warnings, the informing, the guide's experience, and everything that went on.

I think that we should have been fighting these things all along and we wouldn't be in the trouble we are in. But it is not the insurance company's business, they are not in the recreational business. Why should they fight our battles is what it really comes down to.

MR. LINDQUIST: I think one point that can't be emphasized enough is the safety aspect. If you can avoid those types of legal situations altogether, that's really the best avenue. A lot of insurance company's agencies or brokers actually are getting directly involved with measuring the risk, determining how to limit that risk, provide a safer environment for people to have fun in, or do all of these kinds of things.

If you can avoid those type of situations, you are obviously going to reduce the litigation and all the legal expenses and you are, in effect, going to reduce the costs of the insurance programs that you have to buy.

MR. KUNCL: The State of Colorado has a skier's responsibility law now that has shifted a lot of the burden of responsibility to the individual skier rather than to the area, and although this has shifted some responsibility to the ski school staff rather than natural hazards or other hazards, it does offer some protection. Do you think that some of the other outdoor recreation interests could invite more legislation like that to help protect more than just the established ski area industry?

MS. RANKIN: I have written an article on Colorado's immunity statute, and would you like a copy of this?

MR. KUNCL: Yes, I would, very much.

MS. RANKIN: I think that the analysis of these various immunity statutes is that they are trying by a legislative attempt to change what the common law is, which is giving responsibility to the people that have been negligent for the activity. To the extent that they are being upheld, they have been held unconstitutional in some states. Montana, for example, said that their skier responsibility act was unconstitutional in that it protected the ski industry: it didn't protect whitewater rafters, it didn't protect meatpackers, it didn't protect any other industry. So, your response would be, "So, they have a good lobby and were able to get their protective legislation through." The Montana Supreme Court simply said that was unconstitutional and that it denied due process to skiers, when, in fact, the ski area had been negligent.

Most of the ones that have been upheld by their various supreme courts in the different states have been upheld because they still put some responsibility on the ski area. Lift maintenance, for example, is something that the skier can't control very well. The responsibility to put padding on poles that are not obvious when you come over a hill is something else that most of the statutes have in them. The revision of the Colorado statute has been written so strongly that it basically says even obstructions that can't be seen which were within the control of the ski area to mark or to remove, the skier is responsible for those kinds of obstructions, too, to not run into something that he or she couldn't see.

So, there is a real question about whether or not it will stand up to that kind of constitutional test. Would I encourage more industries to go for specialized legislation? No, I really think that the cases are proving that it is not necessary, that the common law negligence standard is enough to protect a responsible outfitter from liability.

What the statutes do is get it dismissed at an earlier point in the case, and, therefore, avoid the transaction costs that Rick has been talking about. The transaction costs are what gets you, the cost of defending the lawsuit, and if you can get a motion to dismiss based on a specialized statute, then you are ahead of the game.

MR. LINDSEY: We see that there are a lot of industries that have attempted to have that kind of legislation and have got it passed. The roller skating rink industry is very much of the opinion that that is what they need to do.

In New Jersey, Michigan, a lot of the states have passed laws for roller skating. The problem is that attorneys are smart enough to get by the dismissal by alleging something--inadequate lighting, inadequate control, inadequate supervision--and those things raise what is called an *issue of fact*, which then has to go to a jury.

So, the strongest argument is assumption of the risk--when you put those skates on your feet or when you put the skis on your boots and you went skiing, even though you do hit a stump, who was the best person to avoid that stump? You were. The ski area can't guide you down the slope. You have the opportunity to decide how fast you were going to ski, what slope you are going to ski, and how in control you were going to ski. I don't honestly believe that somebody that skis like I do, and I take risks skiing, and I could become injured, believes that the ski resort did anything wrong.

I think it is plaintiff's bar that promoted this type of thing where you make somebody else responsible or they have to be responsible to some extent for your injury. As an industry, that's what we really have to come out strong against and defend. Most attorneys will tell you that assumption of the risk is not alive anymore, that comparative negligence is what it comes down to, and what we are saying is that in recreational activities, we don't care about comparative negligence. We want to focus in on what did we do wrong. Comparative negligence states just by putting up the ski lift, you are somewhat at fault for every injury that occurs.

MS. RANKIN: If the gondola falls, the skier is responsible?

MR. WIIK: No, that's a mechanical.

MS. RANKIN: You are saying somewhere along the line, the ski area has some responsibility?

MR. LINDSEY: Yeah, yeah, for mechanical, and things of that nature, but most percent of the injury cases we see are frivolous, they are ridiculous, they have no basis. It would upset most of you to know that these types of cases are even taken on by attorneys, and there are some valid cases.

MS. RANKIN: Then the question is, how has the industry allowed itself to be a target?

MR. LINDSEY: I think they haven't taken an active enough role. They sit back and pay their money to an insurance company, and say they will take care of it, and as we all know, when you depend on somebody else to take care of you, you are usually disappointed.

MR. DVORAK: It seems like the crux of the issue here is, when is the legal profession going to get some ethics and not take on those kinds of cases, and when are we going to quit pumping lawyers out? What are the statistics, percent of the lawyers in the world, in the United States? How do we get the tort reform? How do we get some things that get on the books when we have some control on lawyers and get some ethics back into that profession?

MR. LINDSEY: You have the same problem in any industry. You have unethical people in the insurance business, you have agencies that take money and don't issue policies. There is no way to get around that. You have to make sure you separate yourself from the other people in your industry that don't have the standards you do, and I know that the attorneys are very concerned with it. There are a lot of good reputable attorneys who won't take cases, and then they go to somebody else. In a lot of states, the larger firms are actually starting groups where they meet with younger attorneys to try to make sure that it is not a problem.

One of the insurance industry's problems right now is that they are losing money, and, really, we should be in another insurance crisis right now. It should be very difficult to get, but the insurance companies won't do that for fear of federal regulation. So, they are gradually increasing rates rather than whamming it all at once, but all industries are basically the same. You have good and bad, just like the guiding.

MS. RANKIN: I also think it is more complex than that. It is really easy to find a target and say that it is all the attorneys. When someone comes to your program, we know that percent of the working Americans don't have any medical coverage. When they agree to go climbing with you, are they, in fact, agreeing to risk their family ranch to pay for the medical bills that will result from an injury? How far does this agreement go? Do they think that they are going to lose the car and everything else because they have extensive medical bills as a result of whatever it is that they were injured in?

And so, I think it ties in with national health coverage. The fact that we don'thave a way to make people whole again to the extent that it is possible to do that when they have been injured in one of our recreation programs. If we just say, "How can an attorney represent this person because this person was injured as a result of participating in your program, and they have no way to pay their medical bills, and somebody is coming to foreclose on their house?" So, they are trying to get some compensation.

MR. DVORAK: Well, why would they try to get compensation from someone that did their job thoroughly, and they just did something, and for whatever reason, they have an accident? That's the part I don't understand. Why does it come back to people are unwilling anymore to accept that they have done something on their own, and there is a risk involved, and, yet, they have messed up, and that has caused their injury?

Why do they say it always has to be someone else's fault? Why do they have to say someone has to compensate me for my stupidity?

MS. RANKIN: That's a philosophical question. I'm not sure I am capable of answering why people are not assuming risk or responsibility for their own risk activities except to say that someone is foreclosing on the house, and you are going to look for someone else to help keep the house. That's it.

SEASONAL BENEFITS:
STRENGTHENING THE PROFESSION THROUGH A MANAGED PARTNERSHIP

By

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About the author: Deborah Gorman received an AAS in Forest Technology from the New York State College of Environmental Science and Forestry in Syracuse, New York, 1975. She graduated from the University of Maine at Orono, with a BS in Recreation and Park Management, 1977. Deborah has worked seasonally for the National Park Service and Eastern National Parks and Monument Association throughout college and after graduation. In 1987, she began work as business manager of the Association of National Park Rangers (ANPR), a professional association devoted to the improvement of the ranger profession and support of the management of the National Park System.

Abstract: Seasonal employees make up a significant number of the recreation workforce. Their contribution to the mission of the industry is immeasurable. The nature of seasonal employment requires specific attention to insurance needs. Benefits derived from providing this service has multiple positive impacts on many aspects of the profession. Securing insurance for seasonals is a lengthy and comprehensive process best achieved by professional insurance consultants. An understanding of the basic steps and your involvement during program development facilitates the process and insures accurate regard for seasonal needs. Once in place, a partnership exists between the provider, the association, and the insured. Managing this partnership is an ongoing and vital component to the success of a program that can ultimately improve the profession.

While there is great diversity in the means by which recreation services are provided, employers agree that seasonal employees are an important part of the recreation industry. To many visitors and clients, field personnel play significant roles in the recreation experience. Private and public sector agencies, organizations, and businesses attending to the country's ever increasing recreational demands often find it economically and strategically necessary to employ a temporary workforce. Seasonal employees may comprise a considerable measure of the workforce or provide an integral component of recreational services. All organizations openly recognizing the significance of seasonal employees, must also recognize the special concerns that arise because of the unique nature of their employment and lives.

The lack of benefits is a concern of many employees. Nearly all seasonal employees have need for health insurance, but often find no comprehensive program available. Forced to enroll in private, individual health insurance plans, they often find premiums prohibitively expensive. The concern can become so great that frustration forces them to move on to other work, which deprives the recreation industry of their talents and experience. Meeting the need of seasonal employees not only improves retention of skilled workers, but also the ability to attract the competent and talented help integral to program performance. When seasonal experience is a credential for permanent status, recruitment and retention of seasonals insure a viable pool of permanent applicants.

People are more likely to be attracted to employers reflecting shared views and concerns. This includes personnel issues and the organization's mission, which ultimately become interdependent. The image perceived by the temporary employee toward the employer may be less than positive when incentives, such as a benefits package, are not provided. This image may, unknowingly, be passed on to clients or visitors. Sponsoring a health insurance plan generates good will. The industry's professional image improves to program participants, the community, and potential clients. After all, employees satisfied in their professions and with their working conditions are the best assurance that industry goals and directives will be met.

Once the multiple benefits are apparent, a program to satisfy the needs of seasonal employees must evolve. Determining the need for health insurance will be the easiest phase of program development. Do not bypass research and preliminary work crucial to plan success. The Association of National Park Rangers (ANPR) is an organization devoted to improvement of the ranger profession. Recognizing the lack of insurance for seasonal help as a professional issue, the association formed a committee to examine workforce needs in this area. Recommendations stated that a health plan should exist specifically to meet the needs of seasonal rangers. Private insurance firms should develop a program based on advice and support from the National Park Service and ANPR. The plan had to cover the seasonal employee throughout the year and must not involve direct payroll deduction. Costs should be reduced through group participation.

Association-sponsored insurance is one way an employer may provide health benefits to their seasonal employees. This type of insurance is not nonexistent. It is hard to find, and there are not always many choices, but it is available through some insurance carriers. It can only be made available to the employees through an association. Employers are wise to seek out associations that may carry the type of insurance coverage their employees may desire or need and provide membership information to interested seasonal employees.

There are two methods an organization may use to obtain an insurance provider. All resources may be provided internally or a professional may be consulted. The second option is strongly advised. Unless engaged in the insurance industry, all the good intentions in the world cannot provide the contacts, results, and expedience that an insurance consultant supplies. While you are the best source of information concerning the needs of your members, insurance consultants or brokers have access to the resources necessary for execution. You will make a critical mistake by assuming the role of market analyst and agent.

Personal experience has proven that most insurance companies show a remarkable lack of interest in insuring temporary employees. Very few carriers specifically underwrite policies for those not conforming to insurable criteria. This strategy generally does not succeed and another approach will be necessary.

A simple survey of potentially interested employees will define an employee profile and provide an accurate assessment of their insurance needs. Before a provider can be found, the role of the association has to be determined. More than 75% of association insurance plans consist of arrangements where the association helps market insurance coverage to its members that are packaged and administered by a commercial carrier or broker. Aside from a potential membership increase, the association receives little or no program generated revenue.

Surrendering administrative responsibilities reduces risk exposure and possible income tax obligation.

Program specifications must be developed to provide program requirements to prospective carriers. Stipulate deductible levels, employee and dependent care choices, average group size, maximum out-of-pocket expense, emergency room coverage, and acceptable premium rates. Include any additional requirements peculiar to your employee group. Very often a life insurance plan may be mandatory as an incentive to a prospective carrier; if not on your list of needs, it may be required that each insured enroll in a minimal amount simply to secure a provider. The demographic profile results of the previously conducted survey will accompany this information. Facts on age, sex, number of dependents, and nonsmoker status should be available for consideration. Administrative details should be included.

Conducting the search for interested insurance carriers is best accomplished by a professional with resources readily available to peruse the market. The insurance consultant will approach firms interested in preparing a plan based on your speculation profile. Proposals from companies willing to meet your criteria should be reviewed by the association's board of directors and committee members. It is critical at this point to consider not only the plan offered, but the provider making the offer. Both elements must be acceptable for the insurance program to work effectively. If you or your organization cannot work under a provider's terms, you should continue your search. Review and comment should be solicited from many perspectives in your organization to develop a solid position and build consensus. Narrow potential companies to three or four and meet with representatives to negotiate each detail of your specifications.

You will work very closely with the insurance company to buy their product: a product to be sold to your group. Carriers reserve the right to decline acceptance when perceiving disadvantage. The selected provider or broker may now prepare a contract outlining program details. The length of time from inception to implementation can take as long as a year or as short as a few months. Consultant fees are generally paid by the contracting carrier.

It is important to establish a solid working relationship between the association, the seasonal employee, and the insurance company. This is best managed as a partnership where each party has stated responsibilities and each benefit from collective efforts. This partnership relies on trust, open communication, and constant energy to maintain effectiveness.

Informing members and nonmembers of available insurance benefits is the inaugural phase of the program. The best initial exposure may come as a joint effort between the association and the insurance carrier. Promotional material should be sent to all members, not just those likely to participate. Those not wishing to participate may recognize the value of belonging to an association that provides critical membership services and may readily pass the information on to prospective members. Particularly important are new members and those not yet enrolled in your association. With the help of the carrier or broker, an insurance package kit should be developed and sent to all new and nonmembers. Money-saving insurance programs can often be a recruitment tool with which the carrier assists in publicizing the organization.

Once in place, the program must be monitored for compliance with specifications. Feedback from enrolled members and nonmembers drawn to the program is fundamental to program success. Assessment of the continued status of the program is critical to an association's credibility. The program cannot appear to be an affected front. An avenue for comment from the membership to an association representative must be available. Member satisfaction is best determined by the membership. The association's loyalty must first be with the membership. If the membership lacks satisfaction, efforts to modify and correct problems or perceptions must be made.

A similar liaison with the carrier or broker provides data on program enrollment and member compliance. The partnership between carrier and association must have defined boundaries comfortable to both associates. Routine reports on program participation details the carrier's ability to accomplish contracted duties. The broker should make efforts to prevent contracted services from becoming static by offering new types of insurance. Contact should be maintained to discuss changes in insurance regulations that may effect the program. When another group of people administer a program with your name on it, you need to be on top of all aspects of the program. Administration and feedback are only two areas of cooperative efforts. The association should provide new ways to advertise and promote the plan. Continued advertisement in publications ensures exposure to a growing audience. The contract renewal date is not the time to identify slumping enrollment or erratic membership behavior.

Contact should be made available to members through toll-free service numbers and occasional postcard inquiries. Program administration is generally done exclusively by the provider: They answer policy questions, collect premiums, and pay claims. The member must always have available access to personal attention.

The recreation industry expects topnotch professionals to do their most important work. It is incumbent upon the employer to treat their employees as such. The National Park Service found that, in some ways, the permanent job image was damaged by their treatment of seasonal employees. Before 1986, affordable health insurance coverage for seasonal employees could not be found. ANPR recognized this serious issue and took the challenge. This common sense approach resulted in the first insurance plans available to other than permanent National Park Service employees.

No industry wants to risk facing a dried up pool of human resources. Health insurance benefits may not be the sole reason an employee is attracted to an employer, nor will it guarantee a cadre of the best applicants in the field. Sooner or later, the likelihood exists that it will become an issue with the seasonal employee. Being there in a time of need has immeasurable effects on employee loyalty and performance. For the seasonally employed, association sponsored insurance may be the only source of affordable health insurance coverage. Assisting seasonal members to secure insurance benefits through effective management of the partnership strengthens professionalism within the recreation industry.

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EMPLOYEE BENEFITS: A FAIRY TALE AND A HORROR STORY
A Personal Experience

By

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Abstract: Thousands of people of all ages spend part of their year as syees at camps and other recreational facilities. Although pay is low and the insurance benefits, other than workers' compensation, are sometimes nonexistent, the personal rewards are often enticing enough to draw a significant number of applicants. An overwhelming number of people who choose to work as syees are students with limited financial support. Insurance is often the first thing cut from an overstrained budget. Thus, many syees have no other insurance than that provided by their employer. Insurance coverage for seasonals range from workers' compensation to a comprehensive health/accident/life plan. The addition of a comprehensive benefit package encourages quality staff to return from one season to the next.

In the summer of 1981, I was working at a camp in southern Illinois. It was my first experience as a seasonal staff member at a summer camp and I was having the time of my life. I found it to be an exhilarating and rewarding experience. It was turning out to be a perfect summer, until....

I was playing softball with some of the other camp staff. It was a Sunday and we all had the day off. I had just recently learned the joys of sliding into the bases. I got a hit, ran to first, on to second, and seeing that the outfielder was just getting to the ball, I decided to try for third base. It was going to be close. I was going to have to slide in if I wanted to be safe. At the time, I guess I thought that a head first slide was the coolest, so I dove into the base. The third baseman went up into the air to catch the ball. When she came back down, she landed right on my wrist. Pain shot up my arm, my eyes began to water, and I even got nauseous. But at least I was safe. Or was I?

About six hours later, we were all sure that the swelling, the contorted shape, and the striking blue color of my wrist indicated a broken wrist. Several of us headed to the emergency room in the nearest town that had a hospital.

I was scared. First of all, I was pretty sure that this was going to hurt. Secondly, who was going to pay for this? The only insurance coverage that I had was what the camp provided for me, and that consisted of worker's compensation. I'd actually been hurt on my own time. Would they cover it? I was a college student barely surviving on Ramen noodles and 25 cent boxes of macaroni and cheese. I just didn't have the money to cover what it would cost to fix my broken wrist.

It was ultimately decided that since the baseball game had been organized and played by camp staff, the cost of the medical expenses would be covered. I was fortunate that time having been taught what could have been a very expensive lesson for a very small price. It was a lesson I never forgot.

Not everyone is so fortunate. In 1988, I became friends with a man who also worked as a seasonal staff member at a summer camp. Jim had recently returned from the Far East where he had unknowingly contracted malaria. The symptoms began to manifest themselves during the week of training provided by the camp. He became so ill that he had to be hospitalized. His seasonal employer refused to cover the expenses pointing out that the disease had obviously been contracted elsewhere. Jim was hospitalized for weeks. In addition to being deathly ill, he was plagued by worries about the medical bills. He had no insurance coverage other than that provided by the camp. Twenty thousand dollars later, Jim recovered. His finances have not. He's still paying off the medical bills.

You can say that it's stupid not to have insurance, but the simple fact is some people can not afford it. When it comes to the question, "Shall I buy those Ramen noodles or that macaroni and cheese or should I pay that $80 per month insurance premium?," carbohydrates usually win out over the less filling insurance coverage.

Different Employers of Seasonal Employees are Different

I've worked at several camps in the last ten years. Two of them provided nothing more than worker's compensation. The other two were Boy Scouts of America (BSA) related outdoor camping experiences where the insurance coverage was significantly better.

One of the BSA camps at which I worked was Philmont Scout Ranch located in Cimarron, NM. It consists of 214 square miles of rugged mountain terrain in the Sangre de Cristos. The town of Cimarron, NM, has a listed population of 888. During the summer, the Philmont seasonal staff nearly doubles this number. In 1991, the total number of summer staff exceeded 700. An additional 17,000 Scouts pour into the camp throughout the summer months. It's quite a remarkable operation.

With a seasonal staff of this size, the opportunities for injuries are endless. Philmont is still a wilderness in many respects. There are lightening strikes, wildlife-related injuries, falls from horses, sprained ankles, broken bones, vehicle accidents, etc. A lot of these things happen on days off when staff are not protected by Philmont's highly effective risk management plan. Even with all of the safeguards in place, accidents happen. Fortunately, in addition to the exceptional coverage provided, should you be injured on the job, Philmont provides coverage for seasonal staff on days off. This provides employees with a comforting sense of security.

Just this past summer at Philmont, a friend of mine was injured by a motorist in Cimarron on one of his days off. John's arm was seriously damaged and there was a possible head injury. He was rushed to the nearest town with a hospital--50 miles away. That hospital did not have the facilities to give him the care he needed, and he was taken to Pueblo, Colorado, for treatment. I'm not certain who ultimately paid the bill. I do know that John was relieved to discover that if the motorist at fault did not have insurance, or if his own insurance wouldn't cover everything, Philmont would be there for him.

Life Insurance

Although no one really likes to think about the possibility of death while having the adventure of a lifetime, it happens. Indeed, over the years, there have been staff fatalities at Philmont. Some of these involved accidents in personal vehicles while on days off. Others occurred while the employees were at work, the most recent of these resulting from a lightening strike. Although there is no adequate compensation for such an event, Philmont provides life insurance to help the family deal with the loss. Money of course cannot change things, but it can be of help when something so unexpected happens.

Coming Back for More

I've worked at four different camps as a seasonal employee. The one to which I have continually returned is the one that provided reasonable insurance benefits. It may be easy to entice someone to come to work as camp staff initially, but if employers want their quality staff to return year after year, a solid insurance coverage plan should be considered. Not only does it provide a sense of security to the employees, but it also shows them that their employer values their work enough to provide them with an extra incentive to return to their employ in the future.

What If I Have to Get My Own Insurance?

If your seasonal employer does not offer coverage other than worker's compensation, it will probably be necessary to look elsewhere for coverage. It is important to remember to shop around. If you are a student, your university may provide a plan that will be both cheap and adequate for your present health care needs. Individual policies from numerous insurance companies can be had for a relatively reasonable cost, provided you have no pre-existing medical condition. Agreeing to a higher deductible can lower the premium considerably. Sometimes short-term insurance (usually lower in cost than other policies) may be most suitable for your needs. Realize that there are alternatives and you should look into those available to you and decide which one provides you with the most appropriate coverage.

In Conclusion

It would be wonderful if all employers could provide their sy aboundees with an adequate health care plan. However, given the extremely high cost to the employer of providing this benefit, it is likely that you will find yourself in a position of needing additional insurance coverage. Some employers provide better insurance coverage to their employees than others. It may be worthwhile to do a little shopping around here, too.

Horror stories abound about people who were seriously injured and had inadequate or nonexistent insurance coverage. Do what you can to protect yourself. The cost of treating an injury or an illness can be astronomical. Without some sort of insurance coverage, you leave yourself in a very vulnerable position.

THE INSURANCE QUESTION: A DRAWBACK TO SEASONAL EMPLOYMENT?

By

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About the author: Barb Poole has a BS in Biology from Montana State University and served four years as a reclamation specialist with Kerr McGee and AMAX coal companies. She presently works six months each year for the Colorado Division of Wildlife as a wildlife biologist. The remainder of the time Barb is co-owner and operator of Uncompahgre Outfitters, Inc., a company specializing in wilderness horseback trips.

Abstract: This article claims that the seasonal employee may obtain reasonable personal health insurance and may also personally plan for his/her retirement by keeping himself/herself employable and maintaining contacts, thereby putting himself/herself in the position of choosing work that will provide sufficient income during retirement years.

Having left the world of steady employment 11 years ago, I now confidently assert that, for me, the opportunities and freedom of being seasonally employed have far outweighed any drawbacks. The insurance and benefit question has not proven to be one of concern for me.

My educational background includes a BS in Biology and my work experience, prior to my present seasonal employment, was four years as a reclamation specialist. I now work six months of the year for the Colorado Division of Wildlife (DOW) as a wildlife biologist for the Southwest Region's big-game trapping and relocation program and the other six months as co-owner and operator of Uncompahgre Outfitters, Inc., a company that specializes in wilderness horseback trips.

This dividing of my time between the DOW and self-employment in the outfitting business has provided me the best of both worlds. With the DOW, I obtain the satisfaction of working within my field and maintaining the association and contact with other professionals. At the same time, the seasonal nature of the work allows me to avoid the feelings of stagnation, frustration, and burnout experiences by some of the full-time staff. The prime benefit of the seasonal work is that it has given me the time to pursue my interest in and develop financial equity in the outfitting business.

Self-employment in the outfitting business or self-employment in any other type of business is not, of course, a goal that is appropriate for everyone, but the point is that seasonal employment allows one the time and flexibility to advance in the direction he or she wants to go.

Seasonal employment is not without its drawbacks, but I believe attitude is the key to taking advantage of the inherent opportunities. One must have confidence: confidence that the job will be there next year; confidence that there will be something to do in the off-season; and confidence that one can handle the practical aspects of part-time work, such as the lack of permanent insurance and retirement benefits programs.

I simply have not encountered the problem of insurance and benefits that seems to be a major concern of some. I have found major medical insurance to be available from highly rated companies at reasonable cost. Eighty-twenty coverage on the first $5,000 per claim, higher deductibles, semi-annual payment schedules, and prior-approval clauses have kept rates lower. I did not perceive any barrier to providing my own insurance. Earlier in the 1980s, when group rates were appreciably lower, our outfitting company did not have any problem qualifying as a group and receiving group rates, even though there were only two persons on the policy at the time.

To be sure, insurance costs beyond personal medical policies (e.g., liability insurance for the company) are an unwelcome burden and a significant cost of doing business. But they are costs which simply must be borne and reduced whenever possible by having good equipment, well-trained personnel, risk management programs, and a good claim record (i.e., no claims).

A retirement program is somewhat of a different question in that it cannot be bought, as an insurance policy can. I believe I have resolved the question of my retirement, although time may prove me wrong. I don't view retirement as the cessation of all work activities but simply as a changing of those activities in a way that is appropriate to increasing age. This being the case, I think that the very uncertainty that is inherent in seasonal employment is healthy in that it makes me take pains to keep myself aggressive and employable. The effort I make to keep myself employable, plus the extensive experience and contacts I am gaining from having, essentially, two careers, will serve me well as I approach retirement years. I think these factors will increase my work opportunities and my choices as to when and how I will perform my work, making the retirement question one which will resolve itself. I believe I will always be in a position to choose interesting, stimulating work which will continue to provide a sufficient level of income.

There is, of course, no certainty that my ideas are correct. Neither is there certainty that company pension plans will pay off, or that if they do, that the level of income will be sufficient. Government pension plans, though they seem relatively secure in terms of future ability to pay, seem to me inadequate in terms of level of retirement income. I don't believe they will provide a full and financially worry-free retirement. I would rather rely, both now and in the future, on my own resources.

BENEFITS FOR THE SEASONALLY EMPLOYED
QUESTION AND ANSWER SESSION #2

From transcriptions

Moderator: John Chapman, Superintendent, Curecanti National Recreation Area
Panelists: Debbie Gorman, Mariah Hughes, Barb Poole

MR. LINDSEY: How many members are in the association (Association for National Park Rangers), and how many people actually participate in the program?

MS. GORMAN: We have approximately 1400 paying members. Only 100 of those people are seasonal employees.

We, obviously, do more than just health insurance. A lot of other issues attract permanent employees. They have a government plan; they don't need health insurance.

We also sponsor a life insurance plan through the same company. When I say that we have people in our organization that would probably benefit from that, I am looking at just the seasonal employees. Those other 1300 folks already have benefits from the federal government.

MR. LINDSEY: Anybody can be a member?

MS. GORMAN: Yes. Plunk down your money right now. I have an application in my briefcase.

MR. DVORAK: You have 4,000 seasonal workers out there, and yet only 100 people belong to your association?

MS. GORMAN: Four thousand summer seasonals, according to the employment hiring office in Washington, D.C. Now, some of these folks, as I said, do not want insurance. Some of these folks are students who are covered under their parents' insurance policy--I know I was until I graduated. They don't need insurance at that point. There are retirees who probably have an annuity policy, and they are there for the heck of it, it is a fun thing to do. School teachers, they don't need our insurance plan.

What I am looking at are the folks that work the career seasonals. They rely on seasonal employment, a full year around, and this is their venue towards a permanent job. It is about the best way to get a permanent job in the National Park Service--start building up those seasonal credentials. These are the people that I am looking at. There again, a lot of these folks do not need insurance because they have other sources, a spouse who is available to do that.

We have no real figures on how many people out there really need insurance. Another problem that we have is that we are a very small group and we don't have a real marketing plan. I tend to think that if we had a real marketing plan, we would double or triple those numbers, but we just don't.

MR. CHAPMAN: If I can interject, they haven't marketed it yet in terms of getting it going because I know there are a lot of folks out there in some of the parks that don't know about it yet. I think it is a matter of really marketing it and get the word out, but that's true, a lot of them just do not know about it yet.

MR. LINDQUIST: Just a comment. The marketing of these types of programs is extremely difficult. You really need full cooperation between both the association and the brokerage agency, and cooperation from the insurance company in terms of having realistic products and having them priced competitively, but you really have to get it out there in terms of mailings.

We do a lot of mass mailings. Sometimes up to once a quarter, we send something out in the mail to everybody. We also use a telemarketing approach, we are making cold calls, follow-up calls, whatever you need, in order to let everybody know that these types of programs are available.

There aren't a lot of organizations that have been really successful in that regard. The other thing I wanted to mention is that these insurance products really are used for two purposes. If you are an association that has trouble attracting members, that's a good tool to use, to get new members in the program; some associations actually will give free life insurance for a year, for example, just to get somebody to join the program initially. After that, they have to pay the premium, which, in some cases, is relatively small. The other thing that the associations use, in which you hit on very directly, is to satisfy the members' needs. When somebody is a member, or if you are an association that has a luxury of not having to attract new members, for example, it is required as part of your profession, generally these people have some significant needs. As an association, in order to have a good feeling--a feeling of credibility for that association--you need to provide these kinds of benefits to your people to make them feel as though they are getting something for their money.

MS. GORMAN: We have not had a problem in that. Folks who join ANPR are basically there for an emotional issue or because they really like the other things that we do. We address a lot of different seasonal issues, and just employee issues in general.

We do advertise in our journal. The company is very supportive. We don't necessarily advertise our association very much.

Now, we did not seek out employment as a recruitment tool for association members. We did this because we recognized this lack of professional supplement. It was an issue, and we wanted to provide health insurance because we assessed a need, not because we wanted to draw members into our association. That was a requirement of the insurance company--to be a member of the association--because that's obviously where you draw your group from. I won't say we haven't improved our number. Obviously, people probably wouldn't be there if we didn't have the health insurance for them. I would like to think that our motives were pure in this. They were very clearly stated that we were there for service reasons, not to get a kickback from any premium, or to use it as a recruitment tool.

MS. CLARK: I have several questions. First of all, do you cover just the individual employee, or can their families be on those plans?

MS. GORMAN: Yes, they can do either one.

MS. CLARK: Secondly, what percentage, if any, does the National Park Service pay for their employees?

MS. GORMAN: Are you talking permanent employees?

MS. CLARK: No, seasonal employees.

MS. GORMAN: Seasonal employees? You pay the full thing. You just get a group rate because you are associated with the association and you get discounts based on the group rate.

MS. CLARK: One more question. Would you suggest waiting for OPM (Office of Personnel Management) to come out with their insurance plan?

MS. GORMAN: No, not at all.

MS. CLARK: That may be down the road?

MS. GORMAN: You have been seasonal for years. You know the federal government, it may never happen. They are researching it. Their research, according to them, won't be done until January or February, and then it will probably sit in the committee and some congressman's box for the next eight years, and, then... No, I will be old and gray before we see it, but I think it is a good step that they are doing it. I think it is just something that we have all been saying for years, "Folks, we have got a problem here and we need to address this." We went ahead and did it the best way that we could. I am astounded, quite frankly, doesn't this shock you that they are doing this?

MS. CLARK: Yes.

MS. GORMAN: Thank you. So, I would go ahead now. You can always drop the policy that you get. You can either get a short-term policy, which has its drawbacks, unless you think something might happen overnight with these folks; chances are it won't. Or you can get a regular insurance policy through the group and take your chances and wait and see. You can always drop it.

MR. McLAUGHLIN: Is it ethical for me to ask what insurance companies these are that all of you are dealing with? Do you care?

MS. HUGHES: Philmont goes through Mutual of Omaha, and my personal insurance, when I am not a seasonal employee at Philmont, is supplemented by a student insurance through a company I have never heard of before, and I doubt you have either. It is out of Tennessee.

MR. McLAUGHLIN: Mutual of Omaha.

MS. POOLE: Western Life Insurance.

MR. McLAUGHLIN: Okay.

MS. GORMAN: We originally started with Mutual of New York. They were an A-plus company. They dropped their group policy because, unfortunately, they got snafued in the industry problems. We had to recently change to North American Life Assurance. They are a Canadian group. They are an A-plus rated company. MONY just dropped all of their groups because they are now a D-plus rated company.

MR. DVORAK: I guess, Debbie, one of my questions is, you said you assessed a need and you got back to that need. And, again, I am having a little trouble trying to relate to how you assessed a need and you only got 100 people that are signed up for this. I know in our association, the Western River Guide's Association, we put a policy together, which Rick Lindsey offered, and I also had a policy like Barb where I had a group policy and offered it to my guides.

I paid 50 percent of it, and I, like him, had no one sign up for it. So, where did this assessment of need come from? And, you know, it seems like it is a big focus here, and I see, by people of this conference, they are voting with their feet. There are no seasonal people here to speak of. There are one or two. They (the seasonals) are in there (another rom) worrying about accreditation. Where does this sudden need for this come from?

MS. GORMAN: I am specifically talking about the National Park Service, in my situation. There isn't a permanent person in the National Park Service who doesn't talk to a seasonal park employee every day of their lives. You can't sit down and talk with them for, you know, a few months working with them without having the conversation of *what they don't have* come up. They don't have adequate housing, they don't have adequate training, or the availability of training. They don't have benefits, and sometimes someone needs to have a steamroller run over them before they realize, "Oh, my God, I need some health insurance." Some folks get up in the morning, put deodorant on, and that's all the insurance they need.

It just depends on the individual. We all sat down and saw this as something as a problem with maintaining a pool of viable seasonals. As I said, these folks do a lot of our one to one with the visitor work.

We want to be able to attract people that are going to be able to project the image we want, provide that professional service. Did that answer your question?

MR. DVORAK: That sort of gets there.

MS. GORMAN: We talked to all of these folks.

MR. DVORAK: To join the organization, if you are not a temporary with National Parks, what does that cost, and do you have a ballpark on what the insurance is?

MS. GORMAN: If you are not employed by the National Park Service, it is $30 a year per person in ANPR. We have a few other benefits that go with that besides the health insurance.

MR. CHAPMAN: We are getting down towards the end. I will take another question or two.

MR. WIIK: I am just curious. Debbie has mentioned that employee benefits of any kind, including insurance, are a very important public relations tool. Now, how come that an agency such as the Park Service and the Forest Service have been so slow in recognizing that?

MR. CHAPMAN: Let me jump in.

MS. GORMAN: Thank you.

MR. CHAPMAN: It is the federal government that hasn't yet decided at some level to provide or to get that kind of coverage. And like Deborah said, the Office of Personnel Management, which is the government's personnel arm, is now looking into the idea of trying to find some way of providing that kind of coverage, but, still, that would have to be a legislative decision, probably by Congress, because they don't have the authority just to go out and do something like that.

So, it is not necessarily that the Park Service and the Forest Service haven't seen this need, but since we are only arms of the federal government, we have to go by whatever regulations the government, Congress, provides us, and that's where it is coming from. We as an agency can't run out and do it. We don't have the authority to go out and to do that.

MS. RANKIN: I want to respond to Bill's question about need, and talk also about ethics. One of the most endearing things about seasonals is that they are young, and they think they are immortal, and that it will never happen to them. It seems to me that they don't understand the need as much as those of us who have been around for a while do. And, so, one of the ethical things that you have to do is to encourage them to sign up for this kind of coverage, because it is not until someone has a wrist broken that they realize that they weren't covered and, in fact, did need that. Your woman who had to postpone her college career to pay off medical bills--they just don't think it will ever happen to them. The ethical thing to do is to encourage them as strongly as you can to get their own coverage and then provide them with a brochure or here is the way you do it so that they know how to go about it.

MS. GORMAN: And that's extremely difficult to do because you have kids that are coming out of college. A lot of these folks are kids coming out of college who think they are immortal. I got a letter in the mail from a backcountry ranger in Yosemite who attempted to get our health insurance. In the meantime, he had a bad case of food poisoning in the backcountry. He had to be helicoptered out, and now has a $9,000 bill that he is looking at all by himself.

MR. CHAPMAN: Rick, this will be the last question. Go ahead.

MR. LINDSEY: On Philmont, I wonder if you know whether they would be willing to share the information on the life insurance when a death occurs and that's paid.

MS. HUGHES: If they would be willing to do what again?

MR. LINDSEY: The life insurance that you pay, does that prevent the lawsuit or are the suits still brought?

MS. HUGHES: The suits are still brought. People think you have the power to convince a black bear not to attack a kid when he has Kool-Aid all over his face.

MR. LINDSEY: By providing the life insurance, hopefully they won't sue. We have looked at that a lot on all of our commercial stuff, and the reality is you are going to get sued anyway.

MS. HUGHES: Exactly.

MR. LINDSEY: The life insurance is not accomplishing the goal that you would like it to, but in some cases, it might, I don't know.

MS. HUGHES: There are less lawsuits at Philmont, and as I said, there are 17,000 people that come through there in the summer, plus the 700 staff members. That is a lot of room for error, and they don't have a huge number of lawsuits. The lightning strikes have never resulted in a lawsuit.

MR. LINDSEY: There were four that will probably say that is something you ought to warn them about.

MS. HUGHES: They are warned, though. They have three days of training with a backpacking instructor before they are out on their own, but there is a lot of loyalty to Philmont and to the Boy Scouts, and a lot of times, the lawsuits do go--they just don't happen.

The biggest ones that happened in the last few years dealt with the bear attacks, and also the way that we strung up what you may know as a bear bag. Are all of you familiar with that? We had a person fall off a cliff three years ago. He was playing near the edge of it. He just finished a rock climbing program at one of our rock climbing camps and tried to down-climb a cliff without roping; they didn't file lawsuit. I think that it does prevent some.

MR. CHAPMAN: I want to thank everybody for your time. There will be some summary and some other chances this afternoon. We will try to summarize some of the major points and have other opportunities for other people to offer suggestions at the afternoon session. Thank you very much.

SEASONALITY ISSUES WORKING SESSION
HIRING PRACTICES AND BENEFITS OF THE SEASONALLY EMPLOYED

Compiled by

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Major Issues

In this working session, participants first identified the three major issues thought most important. These issues were: (a) improving employment opportunities, (b) fostering of professionalism by employees, and (c) personal insurance coverage sources. Two other major issues were suggested. Bill Dvořák wanted to add workers' compensation issues to the discussion and Ernie Kuncl suggested a discussion of personal liability insurance. It was decided that these could be included in the discussion of personal insurance coverage.

Questions To Be Answered in Discussion Session

Participants felt that quite a bit of input had been received from employers in addressing opportunities with limited input from employees. The question asked concerning this issue was: *What things can seasonal workers do to improve opportunities for employment*?

Concerning issue number two, the question was asked: *What can we as employers do to help foster a level of professionalism to help make this a viable career with sincere workers who wish to continue in the field*?

The questions concerning opportunities for insurance were: (a) *Is it available?*, (b) *How do you get it*?, (c) *What does it cost*?, (d) *What is the advantage to the employee*?, and (e) *What is the advantage to the employer*?

Following identification of these questions, the group discussed answers.

Improving Chances for Employment

From the employers' viewpoint, chances for employment can be improved following some common criteria, with some specialization within the specific job class suggested. Nationally recognized certifications can greatly increase an applicant's marketability; this is due to insurance issues. No certifications can be a negative, yet some specific organization-related certifications, although expensive to achieve, may not carry much weight. The most commonly required certificates are First Aid, CPR, and EMT. Other organization related certifications can be useful such as those given by the American Mountain Guides Association (AMGA), American Canoe Association (ACA), etc. But the benefits and costs of receiving these certificates must be weighed by the individual. Certifications such as swiftwater rescue, avalanche training, and law enforcement may be required, but as these are job specific, the employee should check into the possibility of receiving these during training. International certifications may become more important in the future.

Personal experience is a big plus when applying for a job; it can be more important than additional certifications. Such things as organizing one's own private trips and other valuable life experiences, e.g., travel, should be included in a resume.

Technical skills for the job are important, and the amount of your experience demonstrating a focus on the skills required is very important. Most programs do focus on one aspect or skill. Higher medical training is always a plus.

Work ethics need to show that an employee is trustworthy and dependable. Employers want to see consistency. Employees who return for following seasons show stick-to-it-iveness. A recommendation from a former employer always helps. Common sense is a must for outdoor leaders.

People skills are also highly valued. These include communication skills, working with diverse groups, the ability to work well with novices, and being prepared in your interview. These types of skills are evaluated mostly through personal feelings of the interviewer and the applicant's preparedness.

Each job will have a different rating and application system. The prospective employee needs to tailor his/her job search to their field of interest. Knowing the right people can increase visibility and show communication skills. Volunteerism can increase experience and show motivation. Also cooperative education programs can be useful as summer training opportunities and provide an advantage in the job search. Employers seek out college students where practical experience can be obtained in conjunction with academic experience.

What Employees and Employers Can Do To Foster Professionalism

Participants felt that professionalism exhibited by employees contributes to retention for more than one season and increases job satisfaction. From the employee's viewpoint quite a few considerations were given to increase the feeling of professionalism within a company.

The first item was that of commensurate pay for the job done. Employees do hope to be paid at a professional level. Room and board would be an attractive benefit for seasonal workers and could be a component of the overall wage and benefits package for the seasonal. An opportunity to travel is also important to the employee. Employees value the opportunity for training and opportunities for continuing education.

There is another issue which deals with insurance, but this was also mentioned as being important in fostering professionalism. Other benefits might include pro-deals on equipment and the opportunity to use company equipment for private trips.

A support system and the opportunity to receive mentoring is important in building a professional environment. The employer can show concern for the well-being of their employees.

It was also very important that the employees be provided with information which would allow them to understand the company and its mission and goals. Employees want to understand the big picture; communication is the important link for this. Newsletters and regular meetings were mentioned as a means for increasing communication within the company.

Other opportunities for being a part of the company included the idea of being a profit owner. Opportunities for profit sharing would allow employees to buy into the company. Finders' fees could be utilized to increase the cohesiveness of the company and pride in the job. Bonuses for returning employees would encourage retention, tips also provide incentive.

Working with professionals who had a definite mission statement and goals they were attempting to attain would most definitely increase the professional atmosphere on the job. Adequate support services and quality exhibited by the company itself would increase employee pride. Such things as equipment in proper working order, cleanliness of the work area, good service records, good and adequate food, employee hygiene and dress guidelines, and incentives such as employee parties can increase the cohesiveness of the group.

Creative staffing was a very important point which was mentioned by most participants. Seasonal work is difficult for the same reasons that it can be desirable. It places a strain on the continuity and security of the employee's lifestyle. Seasons can be rotated. Employees may be able to work in two different world regions, e.g., the United States in summer, New Zealand in winter, and employers can cooperate among themselves to provide positions. For example, a river company and a ski resort may institute a cooperative work agreement where employees can have two seasonal jobs guaranteed. Another way to provide continuity and increase retention is to provide opportunities for field staff to move up to management positions or structure positions to be part field and part management.

The prevention of burn-out is difficult in these jobs which demand long hours and physical exertion. Conditions which contribute to this phenomena need to be minimized. Adequate living conditions where the employee has their own space are necessary. Routines need to be broken either by varying trip lengths or destinations. Interaction with various people, not always the same team, provides an atmosphere of enthusiasm and energy.

Finally, to foster an atmosphere of professionalism, the employees must believe in the company's goals. Unless one is working with, not only for, a company, the cohesiveness and pride needed to exhibit a professional attitude will be lacking.

Insurance Needs and Benefits

Insurance is important when the employer is deciding how to get the most bang for her\his buck. It can also create the best opportunities for promoting the company and fostering professionalism.

Personal insurance includes liability, medical, worker's compensation, and life insurance. An employee should know what programs are available and how they might be included in a benefit package. The employer needs to have information on cost, deductibles, etc.

Much debate occurred over the value of medical insurance. Some companies and employers had attempted to provide health insurance only to find a lack of interest. Yet other attendees felt health insurance was extremely important. Suggestions were made for employers to approach HMO's and to look at other options for group rates. The employer was encouraged to provide a menu of options for all insurance, so although, it may not be provided as a benefit, the employee could know his/her options. Association-sponsored insurance programs should be considered. Renter's and personal property insurance could also be important to the seasonal worker.

It is difficult for a company to provide personal health insurance since most seasonal employers have a minimal profit margin. Providing seasonal coverage also places the employee at a disadvantage when it comes to pre-existing conditions and selection of a deductible level.

In looking at options, one of the first considerations in reducing costs is to select higher deductible levels, this gives less expensive premium payments. Insurance is not about the first dollar, but about overall cost. Reasonable coverage states that it will cover reasonable charges for services rendered.

Multiple coverage which would include policies for health, liability, and renter's insurance are also reduced in cost. As mentioned previously, association insurance is a consideration. Usually short-term disability insurance will provide a group discount rate. Professional associations such as ANPR (Association of National Park Rangers), PSIA (Professional Ski Instructors Association), NRPA (National Recreation and Parks Association) and the Youth Sports Association provide group plans.

One other option to insurance is through Third Party Administrators (TPA). This is a group of a minimum of 75 members who pay into a pool and then buy reinsurance. In effect, they are creating their own insurance agency.

There are disadvantages to insurance. Everyone on a group plan has to live with that plan, there is no personal tailoring. Employers are finding it tough in some areas where workers' compensation rates are up to 22 percent of the salary provided. There is a core group of employers who will never be professional and will cut costs by not providing insurance, thus having more money to spend elsewhere and compete with conscientious companies.

Liability insurance is necessary because in today's society people are not willing to accept responsibility for their own actions. To do all that one can to make a client happy will help reduce the risk of lawsuits and unnecessary expense. Genuine concern must be shown for clients' safety. Excess medical coverage can allow the owner of a company to pay medical costs not covered by the client's policy, thus eliminating any personal costs due to deductibles. The owner or upper management needs to, in the case of an accident, express concern (in person) for the injured party. In all cases, it is essential that complete documentation of the event be recorded.

In today's times of multiple legal actions, it needs to be remembered that dealing with an insurance claim or suit requires a partnership between insurance company and business owner. An agreement to seriously consider fighting the claim and not settling is essential to support the rights of companies and to set precedents for settlement.

Conclusion

The discussion of hiring practices of and benefits for the seasonally employed sparked a well attended discussion and raised many relevant questions. The issues discussed in this working session were those deemed as most pressing and important. Future discussions should include other issues. A multitude of considerations go into making this profession a credible and profitable one. Hopefully, groups such as the one at this conference will continue to communicate and discuss these issues. Much applicable and useful information came out of this working session which can improve employment opportunities in the field of outdoor leadership.